BLOSSOMS

English Textbook for Class VII

West Bengal Board of Secondary Education

77/2, Park Street, Kolkata - 700016

THE CONSTITUTION OF INDIA PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens : JUSTICE, social, economic and political; LIBERTY of thought, expression, belief, faith and worship; EQUALITY of status and of opportunity and to promote among them all – FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation; IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

ভারতের সংবিধান

প্রস্তাবনা

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PREFACE

Secondary Education is meant for the students who have entered the arena of education from the Primary level. In this arena the utmost need is to help the young buds to flower, to extend their knowledge and to explore their aptitudes, potentials towards different streams of learning for their further education. Keeping this concept in mind the new series of English textbooks for Secondary education is thus named “BLOSSOMS”. This series of textbooks is based on the new curriculum and syllabus framed and recommended by the newly formed “Expert Committee” comprising of eminent academicians. The books are in the line with the vision of NCF 2005 and RTE Act 2009.

This series of textbooks for Upper Primary Level (Class VI to VIII) is meant for the learners of English is a second language. The pieces selected in the series are aimed to expose the learners to the thoughts and writings of the world’s best writers and thinkers. The pieces are arranged in a graded manner so as to ensure a smooth progress to the next level. At the end of each lesson sufficient exercises have been provided to measure and reinforce language skills. The practice tests are designed to encourage students’ participation. After completion of each exercise the learner will feel a sense of achievement which will motivate the young learners to go for the next. The targeted age group falls in that learners is begin to take shape. “BLOSSOMS” aims to inculcate in learners, particularly the first-generation institutional learners, love for the richness and variety of English language literature.

It is hoped that the new series of books would contribute a lot in making the young learners learning English language, a gateway to modern communication and trade.

Taking the help of Paschim Banga Sarba Siksha Mission these books are being distributed free of cost among the learners. In materialising this project Hon’ble Education Minister Dr. Partha Chatterjee, Govt of West Bengal, the School Edn. Dept., Directorate of School Edn., Govt. of West Bengal and the Paschim Banga Sarba Siksha Mission–all have extended their valued help and their role has always been indisputably momentous in all respect.

A group of eminent educationists, teachers and subject experts worked hard to develop the textbook. The book has been illustrated by the renowned artist. I thank them all for their notable work.

All suggestions to improve the series are welcome.

Kalyanmoy Ganguly

December, 2017
77/2, Park Street,
Kolkata - 700 016

Administrator
West Bengal Board
of
Secondary Education

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under

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Acknowledgement

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FOREWORD

The Hon’ble Chief Minister of West Bengal Smt. Mamata Banerjee constituted an ‘Expert Committee’ to review the entire aspects of school level curriculum, syllabus and textbooks in 2011. The new curriculum, syllabus, and textbooks are developed according to the recommendations of the Committee. The new English textbooks for the upper-primary level fall under a newly named series, ‘Blossoms’. We have tried to develop and formulate the textbooks in line with the vision of NCF 2005 and RTE Act, 2009. In this textbook we have shifted from the conventional approach to a child-centric, activity based approach to learning. The exercises for the learners have been designed accordingly. A special effort has been taken to develop the conversational skills in English for the learners.

The theme for **Blossoms : English textbook for class VII** is ‘human relationships’. A teachers’ guideline is appended at the end of the book. The textbooks venture to link classroom experiences with nature and society. We hope to supply our learners with enough material to develop their language skills and sense of aesthetics. For the latter we had invited famous artists to illustrate the books. The texts represent a varied spectrum of experiences and achievements. They will, certainly, help the learners to build their vision and perspective to life.

We thank the West Bengal Board of Secondary Education, School Education department, Govt of West Bengal and PBSSM for their active support. The West Bengal Board of Secondary Education has obliged us by giving their approval for this textbook. A chosen group of educationists, teachers and subject experts developed this book in a very short period of time. If the book can help learners to apply the language in real-life situations, we will consider our initiative successful.

The Hon’ble Education Minister Dr. Partha Chatterjee has enriched us with his views and comments, We express our gratitude to him.

We invite all people who love education to convey their views for the improvement of the book.

Thank You.

Aveek Majumder

Chairman
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December, 2017
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CONTENTS

Revision Lesson

Let's do:

Activity 1

Tick the correct answer from the given options:

I [am/is] Nilofar. I [am/is]a girl. I study in class VII. There [is /are] forty students in our class. Some [is/are]boys and others [am/are]girls. Sima, Shamim and Rohini[am/are]my friends. Rohini [is/are] the best student in our class. She [is/are] very fond of me.

Activity 2

Join the following sentences with 'and' or 'but'. One is done for you:

(a) In India summer is hot. In India winter is cold .
Answer: In India summer is hot but winter is cold

(b) A mouse is a small animal. An elephant is a large animal.

(c) I have a pen. I have a pencil.

(d) The sun rises in the east. The sun sets in the west.

(e) My father is tall. He is lean.

(f) Bees are small. Wasps are big.

(g) In a cricket match we need a bat. We also need a ball.

Activity 3

Odd one out

In each set there is a word that does not fit with rest of the words in the set. Identify and underline the word. One is done for you:

(a) Teacher, student, chalk, <u>tall</u>, duster

(b) Football, goal, beautiful, field, player

(c) Books, nice, pen, paper, table

(d) Red, apple, guava, banana, water melon

(e) Rice, wheat, barley, cereals, golden

(f) Spinach, cabbage, tasty, cauliflower, onions

Activity 4

Fill in the blanks by choosing the correct form of verbs from the given alternatives:

(a) My English textbook _______[have/has] one hundred and thirty eight pages.
(b) Our class ______[has/have] thirty students.
(c) My school________[have/has] a big playground.
(d) We _______[has/have] a beautiful garden.
(e) All my friends _______[have/has] some interest in sports.

Let's talk:

- Describe your friend, using suitable adjectives
- Describe your house to the class
- Tell your class what you see everyday while coming to school

Let's do:

Activity 5

Fill in the blanks with suitable articles and prepositions:

Iswar Chandra Vidyasagar lived_______ the nineteenth century India when very few people went_____school. He founded _______school _______ Calcutta which was later known as Vidyasagar College. He wrote ______Bengali primer which is used even today. We are proud_______ Vidyasagar for his great work _____the field__________education.

Activity 6

Underline the correct form of the verbs given in brackets:

(a) The sun [rise/rises/rose] in the east.
(b) When do you [go/goes/went] to school?
(c) Two and two [make/makes/made] four.
(d) The great scholar Bopedev [write/writes/wrote] 'Mugdha Bodh'.
(e) Robert Bruce [fight/fights/fought] hard to regain his kingdom.

Activity 7

Write the opposite of the following words:

good, fat, wise, dull, old, warm, kind, happy, tall

Activity 8

Make new words by joining '–less' to the words in the given box and fill in the blanks. One is done for you:

help, harm, rest, power, meaning, colour, home

(a) Water is a __colourless__ liquid.
(b) Rita was ______________ as she had fever.
(c) People often become _____________ during a natural calamity.
(d) A snake is ____________ if not disturbed.
(e) The king became _____________ after his brother betrayed him.
(f) A sentence is ____________ without a verb.

Let's talk:

- Suppose, last Sunday, a visitor came to your house. Tell your friend what each of your family members was doing at that time.
  Hints:-
  Your father [talking with friends]
  Your mother [cooking]
  Your brother/sister [studying]
  You [painting]
- Tell your friends what you did yesterday evening before going to sleep.

Let's do:

Activity 9

Your friend has written this passage. But there are mistakes in every line. Underline the mistakes and correct them. One is done for you:

The History of Chess

in

Almost two thousand years ago a board-game was played **at** India. It was call *Chaturanga.* It was very popular among kings, warriors and scholars. Chaturanga mean four limbs. It represent the four groups of the army: the warriors who fought on elephants, the cavalry, the charioteers and the infantry. From India the game went to the Persia where it was called *Shatranj*. Some of the words we now use in chess were use in Persia. The term, 'checkmate', was earlier call 'Shah Mat' or 'the king is dead'. From Persia, the game went to the Europe. The game was now been called chess.

Activity 10

What do we call the people who live in the following countries? One is done for you:

Country	Nationality
India	Indian
Iran	
Italy	
Russia	
Canada	
America	
China	
Nepal	
Japan	
Pakistan	
England	

Activity 11

Make sentences with the following adverbs:

slowly, fast, now, often, sometimes

Let's talk:

Suppose your friend was absent at the annual sports meet.

❖ Tell your friend about your experience there using the adverbs given in Activity 11.

Let's do:

Activity 12

Write the past forms of the following words:

put, meet, jump, sleep, cry, kneel

Activity 13

Fill in the blanks by choosing the correct form of verbs from the given alternatives:

(a) They________(goes/are going/was going) to school.

(b) He________(live/lives/have lived) within his means.

(c) She and her friends_______(go/went/goes) to the picnic yesterday.

(d) Rahim and I_________(eat/ate/were eating) when the bell rang.

(e) The striker________(score/is scoring/scored) a goal in the football match yesterday.

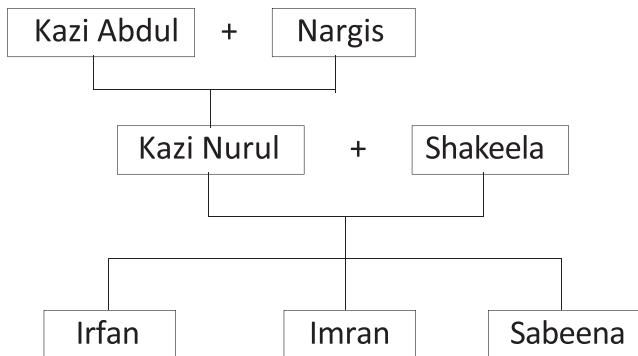
Activity 14

Classify the following nouns in the chart given below:

cow, fleet, Vidyasagar, chalk, honesty, girl, dog, Robert Bruce, ring, friendship, table, herd, class, television, teacher, Rabindranath, truthfulness, bench, enmity, football

Common noun	Proper Noun	Material Noun	Abstract Noun	Collective Noun

Activity 15

Study the family tree of your friend Sabeena carefully. Then write a short paragraph about her family in about sixty words:

Activity 16

Write a short story in about 60 words using the following hints:

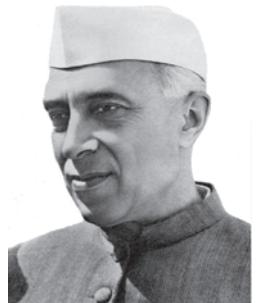
Crow looking for water—thirsty—finds a pitcher—water at the bottom—finds pebbles—drops pebbles—water level rises—quenches thirst

Lesson : 1

The Book of Nature

Jawaharlal Nehru

Let's start:

Pundit Jawaharlal Nehru was a great freedom fighter and the first Prime Minister of independent India. He was a very good writer as well. *The Discovery of India*, *Glimpses of World History* and *Autobiography* are some of his noted works. During the late 1920s he wrote a series of letters to his young daughter Indira to share his ideas, thoughts and knowledge with her. These letters were later compiled into a book titled *Letters from a Father to his Daughter*. The present text is an excerpt from the book.

Let's share:

- Why do we write letters? Discuss with your partner.
- Have you ever received a letter from an elder?
- Ask your partner if he/she had written a letter to anyone before.

Let's read:

Unit I

When you and I are together you often ask me questions about many things and I try to answer them. Now that you are at Mussoorie and I am in Allahabad we cannot have these talks. I am therefore going to write to you from time to time short **accounts** of the story of our earth and the many countries, great and small, into which it is divided. You have read a little about English history and Indian history. But England is only a little island and India, though a big country, is only a small part of the earth's surface. If we want to know something about the story of this world of ours we must think of all the countries and all the peoples that have **inhabited** it, and not merely of one little country where we may have been born.

I am afraid I can only tell you very little in these letters of mine. But that little, I hope, will interest you and make you think of the world as a whole, and of other

peoples in it as our brothers and sisters. When you grow up you will read about the story of the earth and her peoples in fat books and you will find it more interesting than any other story or novel that you may have read.

You know of course that our earth is very, very old—**millions** and millions of years old. And for a long long time there were no men or women living in it. Before the men came there were only animals, and before the animals there was a time when no kind of life existed on the earth. It is difficult to imagine this world of

ours, which is so full today of all kinds of animals and men, to be without them. But scientists and those who have studied and thought a great deal about these matters tell us that there was a time when the earth was too hot for any living being to live on it. And if we read their books and study the rocks and the fossils (the remains of old animals) we can ourselves see that this must have been so.

Word Nest

accounts: descriptions of events; **inhabited**: lived in a place
million: ten hundred thousand

Let's do:

Activity 1

Underline the appropriate alternatives:

(a) India is in fact a (big/ small/ huge) part of the earth's surface.

(b) Once upon a time the earth was too (cold/ dark/ hot) for any living being to survive.

(c) Fossils are (a type of wild animal/ one kind of hard rock/ the remains of old living beings).

Activity 2

Answer the following questions in complete sentences:

(a) What must we do to know about the tale of this world?

(b) How old is our earth?

(c) Who roamed the earth before the arrival of human beings?

Activity 3

Fill in the blanks with suitable words from the text. The first letters of the words are given:

(a) As a subject, h__________ is quite interesting.

(b) We have good relations with our neighbouring c_____________.

(c) Plants need air, water and sunlight to g_______ .

(d) Can you i_____________ how big the Universe is?

(e) You should s________ regularly if you want to be a good student.

Activity 4

Make meaningful sentences with the following words:

(a) interest :

(b) surface :

(c) inhabited :

(d) together :

(e) scientist :

Let's continue:

Unit II

You read history in books. But in old times when men did not exist surely no books could have been written. How then can we find out what happened then? We cannot merely sit down and imagine everything. This would be very interesting for we could imagine anything we wanted to and would thus make up the most beautiful fairy tales. But this need not be true as it would not be based on any facts that we had seen. But although we have no books written in those far-off days, fortunately we have some things which tell us a great deal as well almost as a book would. We have rocks and mountains and seas and stars and rivers and deserts and fossils of old animals. These and other like things are our books for the earth's early story. And the real way to understand this story is not merely to read about it in other people's books but to go to the great Book of Nature itself. You will I hope soon begin to learn how to read this story from the rocks and mountains. Imagine how **fascinating** it is!

Every little stone that you see lying in the road or on the mountain side may be a little page in nature's book and may be able to tell you something if you only knew how to read it. To be able to read any language, Hindi or Urdu or English, you have to learn its alphabet. So also you must learn the alphabet of nature before you can read her story in her books of stone and rock. Even now perhaps you know a little how to read this. If you see a little round shiny **pebble**, does it not tell you something? How did it get round and smooth and shiny without any corners or rough edges? If you break a big rock into small bits, each bit is rough and has corners and rough edges. It is not at all like a round smooth pebble. How then did the pebble become so round and smooth and shiny? It will tell you its story if you have good eyes to see and ears to hear it. It tells you that once upon a time, it may be long ago, it was a bit of a rock, just like the bit you may break from a big rock or stone with plenty of edges and corners. Probably it rested on some mountain side. Then came the rain and washed it down to the little valley where it found a mountain stream which pushed it on and on till it reached a little river. And the little river took it to the big river. And all the while it rolled at the bottom of the river and its edges were worn away and its rough surface made smooth and shiny. So it became the pebble that you see. Somehow the river left it behind and you found it. If the river had carried it on, it would have become smaller and smaller till at last it

became a grain of sand and joined its brothers at the seaside to make a beautiful beach where little children can play and make castles out of the sand.

If a little pebble can tell you so much, how much more could we learn from all the rocks and mountains and the many other things we see around us?

Word Nest

fascinating : very interesting; **pebble** : small piece of stone; **castles** : forts

Let's do:

Activity 5

Identify which of the following statements are True and which are False. Give a supporting statement for each of your answers.

(a) Fairy tales are rich in imagination. (   )

(b) We have no means to know about the far-off days. (   )

(c) The alphabet of nature is like the Hindi or the English alphabet. (   )

(d) We can learn a lot about our world from the rivers and mountains. (   )

Activity 6

Complete the following sentences with information from the text:

(a) No book could have been written in old times because.................................

....

(b) To be able to read any language one ....

....

(c) A small pebble was definitely a part...

....

(d) On the beaches at the seaside, little children..

....

Activity 7

Fill in the following chart with information from the text:

Statement	Reason
1. Fairy tales need not be true.	
2. A piece of rock looks different from a pebble.	
3. A bit of rock from some mountain side reaches a little valley.	
4. All pebbles do not become sand.	

Activity 8

Answer the following questions :

(a) Which are the things around us that tell us about the earth's early tale?

(b) Why does a pebble have a smooth surface?

(c) How does a pebble become grains of sand?

(d) What does the author mean by "The Great Book of Nature?"

Activity 9

Rearrange the sentences in the correct order by writing the numbers in the brackets. One is done for you :

(a) The rock is taken to a big river by the little river. ( )

(b) At last it is turned into grains of sand. ( )

(c) It becomes a pebble. ( )

(d) A bit of rock is pushed by a mountain stream into a little river. (1)

(e) The pebble becomes smaller because it is carried on and on by the river. ( )

(f) The edges of the rock are worn away and its rough surface is made smooth. ( )

Activity 10

Match the words in Column A with their meanings in Column B. One is done for you :

A	B	
1. fascinating	(a) the set of letters in a language	
2. merely	(b) top visible side	
3. fortunately	(c) became damaged by use	
4. alphabet	(d) only or just	
5. surface	(e) luckily	
6. worn	(f) very interesting or charming	1

Activity 11

Replace the underlined words with suitable opposite words from the box. There are some extra words.

hopeful, lost, add, left, ugly, late, sad, rough

(a) The man became famous in the early years of his life.

(b) She is looking very happy.

(c) The trunk of this huge tree has a smooth bark.

(d) Jatin found his pencil box on his way to school.

(e) Smita learnt to subtract.

Let's talk :

Form groups of three and discuss among yourselves the following topics:

- the things you learn about nature by observing the plants and animals around you
- the importance of school tours or excursions that you learn from "The Book of Nature"

Let’s learn :

Note the following parts of sentences from the text:

- our books for the earth’s early story
- read about it in other people’s books
- a little page in nature’s book

We find the use of **apostrophe** (’) in the underlined words. This punctuation mark is used to

- show the omission of a letter or letters in a word

  examples: e’er (ever), o’er (over), hon’ble (honourable) etc.
- form the plural of letters and figures

  examples: Dot your i’s and cut your t’s.

  Add three 4’s and five 2’s.
- indicate possession of or connection with something

  example: Bani’s mother is a school teacher.
- create shortened or contracted forms

  examples: don’t (do not), I’ve (I have), etc.

Let’s do:

Activity 12 (a)

Read the paragraph below and put the apostrophe (’) mark in the proper places:

Rahims father is a well-known person. The honourable M.L.A. of the area is his relative. He has donated a good sum of money to the local library for buying new books. The library is located near the girls high school. Sabinas brother and Akrams sister often visit the library. They like to read childrens story books and Tagores poems. Their parents also go there to read newspapers after the days work.

Activity 12 (b)

Rewrite the following passage using contracted forms of words wherever applicable:

The teacher said, “We all know you are a good student. I cannot understand why you have done such a thing. You should not behave rudely with your classmates. Promise me, you will always remember what I have said.”

The student realised his mistake. He said, “Sir, I am sorry. I shall never behave like this.”

Let's learn :

Study the following sentences taken from the text:

- ❖ You have to learn its alphabet.
- ❖ You can read her story in her books of stone and rock.

In the above sentences the coloured words its and her come before nouns and function as adjectives. They indicate possession or relation with the nouns that follow. So its and her are **Possessive Adjectives.** 'My', 'our', 'their', 'your', 'his' are also **Possessive Adjectives**.

Now read these sentences:

- ❖ We want to know something about the story of this world of ours.
- ❖ I am afraid I can only tell you very little in these letters of mine.
- ❖ This book is mine and those pens are yours.
- ❖ Many years ago, this garden was theirs.

In the above sentences the underlined words ours, mine, yours and theirs do not have nouns after them. They come after preposition 'of ' or a verb. But they also indicate possession of or connection with the nouns in the sentence. So they are **Possessive Pronouns.** 'His' and 'hers' are also **Possessive Pronouns**.

Let's do :

Activity 13(a)

Fill in the chart correctly:

Pronouns	Possessive Adjectives	Possessive Pronouns
I	my	
we		ours
	your	
he		
		hers
it		
	their	

Activity 13 (b)

Fill in the blanks with appropriate possessive pronouns and possessive adjectives:

Yesterday I forgot to take back ________ pen from Sunil. I gave him ______ in the class because he didn't bring ______.

The little girl has torn ______ clothes. "But why are _______ clothes dirty?" asked the mother to the girl's elder brothers. "We have soiled _______ clothes while playing outside", they said.

Let's learn :

Imagine that Nirmal is a boy living in Siliguri. His friend from Delhi, Kanan, has written him a letter. Here is the letter:

32/4 M G Road,
(1) Eastern Extension,
Delhi— 110092.
(2) 30 June, 2012

(3) My dear Nirmal,

(4) I hope you all are fine. Let me share a happy news with you. My brother and I, along with our parents, are going on a tour of Rajasthan next month. It will be great if you join us along with your parents.

Please write back to me as soon as possible so that my father can make necessary arrangements.

(5) Your loving friend,
(6) Kanan

Nirmal Das c/o Bimal Kumar Das 22/1, Hill Road, Siliguri, West Bengal.	Stamp

A letter from a friend is a **Personal Letter**. It has six main parts—

(1) The writer's address
(2) Date of writing

(3) Greeting or Salutation
(4) Body of the letter
(5) Leave-taking or Subscription
(6) Signature/name of the person writing the letter.

The name and address of the person to whom the letter is sent is shown in a box. It is generally written on the envelope.

Now you can understand that the text of Lesson 1 (Unit I and Unit II) is *the body of a letter* written by Pundit Nehru to his daughter Indira.

Unfortunately, Nirmal cannot say 'yes' to his friend in Delhi because his mother is scheduled to undergo a surgery the following month. So he writes:

Delhi—110092
32/4 M G Road
Eastern Extension

Dear Kanan,

I got your letter yesterday. Thank you for your invitation to go on a tour of Rajasthan together. But my mother is very ill. She is going to have a heart surgery early next month. So we can't join you for the tour. Please don't mind. Wish you a happy and memorable visit to Rajasthan.

I am Nirmal, my dear friend.
22/1, Hill Road, Siliguri.

Let's do :

Activity 14 (a)

Nirmal hasn't replied in the correct format.

Rewrite the letter correctly for him.

Activity 14 (b)

Write a letter to your friend in about seventy words telling him/her about a short tour you had recently gone to. Mention the places you had visited, how you travelled, people who accompanied you, your sightseeing and your enjoyment of the tour.

Activity 15

Study the following picture carefully:

Now write a paragraph in about seventy words describing this picture of a village fair. Use the following words and phrases:

fair ground, crowd, merry-go-round, circus tent, shops and counters, balloon-seller, fun, enjoyment.

Begin like this:

A village fair is a popular event in the countryside.....

Let's work together :

- Find out how you can cut and fold a piece of paper to make an envelope.
- Take a piece of brown paper and gum.
- Make an envelope.
- Collect a used postage stamp and fix it at the top right corner of your envelope.
- Now write down your address on the left side and your friend's address on the right.
- Show your work to the class.
- Next, write a letter to your friend and put it in this envelope.

Lesson : 2

The Riddle

Let's Start :

Akbar was one of the greatest emperors of India. He belonged to the Mughal dynasty. He had in his court the "Nine Gems", his nine advisors. One of these gems was Birbal, known for his wit and wisdom.

Let's share :

- **Can you name any other famous emperor of India?**
- **Why would a person be called a 'gem'?**
- **Can you name any other 'gem' of Akbar's court other than Birbal?**

Let's read:

The king of Kings, Emperor Akbar, who ruled over India was a great lover of arts, sciences, literature and music. One day, on a fine morning, he was walking in his vast garden. His garden was lined with trees that produced the tastiest and juiciest fruits in the whole kingdom. There were flowers of all shapes and sizes in his garden. He had his most trusted and favourite minister Birbal with him.

But the great Emperor Akbar did not have peace of mind, the quality without which no one, not even the king of kings, can **appreciate** beauty.

Wise Birbal, noticing this, asked Akbar, 'O great and powerful King, what is troubling you? You do not seem to be your usual self, for my king never fails to enjoy the beauty of the greatest kingdom this earth has ever seen.'

Akbar replied, 'Birbal, my dearest friend, you are right. There is indeed a **riddle** that has been troubling me. An idle thought, which came to me in passing, is now my cause of worry. I am troubled because I cannot find an answer to a simple question- what is the fastest thing on this planet?'

Birbal said, 'Is that all, your Majesty? Call your **courtiers** together. Let us see if one of them can answer. If not, then I am certain I can tell you of the fastest thing on the planet.'

At the King's court, many heard the question that was troubling Akbar. Most were puzzled. Some said, 'bullock carts',others said, 'horses'. But Birbal just smiled at them.

After everyone had failed to satisfy Emperor Akbar, Birbal offered to answer his question. He said, 'Your Majesty, it is the human mind!' To prove it, he said, 'Let the people of our kingdom present a problem to me. I shall show you how fast I can solve it using the powers of my mind alone.'

A man came forward from the audience. He claimed that his neighbour had sold him his well. Now, when he wanted to draw water from the well, his neighbour wanted to charge him money for it. After being **summoned** to the court, his neighbour argued that he had just sold him the well, not the water in it.

Akbar listened to this argument carefully and asked Birbal to settle the dispute. Birbal smiled at the man and said, 'I think the solution is rather simple. It is your well now, your neighbour should be paying you rent for keeping water in your well. If he wants you to pay for his water, he must pay for using your well.'

The neighbour realised that he was **outwitted** and withdrew his claim immediately.

All around, people were amazed at the wisdom of Birbal and the speed of the human mind that has the ability to solve a problem instantly. Truly, there was nothing faster than it.

Word Nest

appreciate: to understand the worth of something ; **riddle**: a verbal puzzle; **courtiers**: a person who is part of the court of a king or a queen; **summoned** : called for; **outwitted**: defeated by logic

Let’s do:

Activity 1

Choose the correct answers from the given alternatives :

(a) Emperor Akbar was walking
  (i) in his palace
  (ii) in the royal garden
  (iii) in the house of Birbal.

(b) Birbal was Akbar’s
  (i) most trusted and faithful minister
  (ii) greedy and unfaithful minister
  (iii) rival

(c) The emperor was
  (i) happy
  (ii) calm
  (iii) worried

(d) The fastest thing on earth is
  (i) the human mind
  (ii) bullock cart
  (iii) horse

(e) The neighbour was outwitted by
  (i) Akbar
  (ii) Birbal
  (iii) the neighbour’s friend

Activity 2

Identify which of the following statements are True and which are False. Give a supporting statement for each of your answers.

(a) Emperor Akbar was very worried when he was roaming in his garden.
(b) There were no flowers and fruits in the garden of Akbar.
(c) Birbal was indifferent to Akbar’s troubles.
(d) Birbal succeeded in answering to Akbar’s query.
(e) The people of Akbar’s court admired the wisdom of Birbal.

Activity 3

What kind of a text is this?

It is a (i) play (ii) essay (iii) story.

Activity 4

Give another title to the story. Give reasons for your answer.

Activity 5

Complete the sentences meaningfully :

(a) Akbar asked Birbal ....

(b) Most people of the court of Akbar were puzzled ....

....

(c) ....withdrew his claim immediately.

(d) .... the fastest thing on earth.

Activity 6

Fill in the chart with information from the text:

Cause	Effect
	1. Akbar was troubled
2. Emperor Akbar asked Birbal to solve a riddle	
	3. The neighbour wanted to charge money for drawing water from the well

Activity 7

Answer the following questions :

(a) What were the things that the great Emperor Akbar loved?

(b) Why did Akbar not have peace of mind?

(c) What was the problem presented by the man from the audience?

(d) How did Birbal solve the problem?

Activity 8

Identify the words from the text which are the synonyms of the following words:

(a) confused

(b) demand

(c) argument

(d) surprised

Let's learn:

Look at the sentences from the text :

- Emperor Akbar, who ruled over India was a **great** lover of arts, sciences, literature and music
- My king never fails to enjoy the beauty of the **greatest** kingdom this earth has ever seen.

The word **great** in sentence 1 is an **adjective**. It is said to be in the **positive** degree. The word **greatest** in sentence 2 is also an adjective. It is said to be in the **superlative** degree. **Superlative** degree is formed by adding '**est**' or '**most/least**' to the **positive** adjective.

Look at the sentence:

- Emperor Akbar is **greater** than many other kings.

  Here the word **greater** is in **comparative** degree

The **comparative** degree is formed by adding '**er**' or '**more/lesser**' to the adjective

Study the following chart:

Positive	Comparative	Superlative
clever	cleverer	cleverest
big	bigger	biggest
rare	rarer	rarest
happy	happier	happiest
beautiful	more beautiful	most beautiful
good	better	best

There are certain rules for forming adjectives of different degrees.

- We can form comparative by adding '**er**' and superlative by adding '**est**', such as strong-stronger-strongest.

- In some of the adjectives, however, the last letter is repeated while adding '**er**' and '**est**'. This usually happens in case of small words which has single consonant at the end with a single vowel in between. Such words are fat –fatter-fattest.
- Some words which end in '**e**' add '**r**' and '**st**' as the '**e**' is already present in the adjective itself. Such words are large-larger-largest.
- Some words which have more than two syllables form their comparatives by adding '**more**' and '**most**', such as wonderful-more wonderful-most wonderful.
- Some words that end in '**y**' add '**er**' and '**est**', but the '**y**' changes to '**i**' and then '**er**' and '**est**' are added, such as funny-funnier-funniest.
- There are some adjectives which are irregular in their comparative and superlative forms. They do not follow any rules, such as **bad-worse-worst**.

Let's do:

Activity 9

Complete the following sentences with the proper degree of adjectives:

(a) Shiela has the ______________(long) hair in the class.
(b) Mr.Ghosal is ________________ (busy) than Mr.Patnaik.
(c) We should be ____________________ (careful) in our speech.
(d) Shenawaz is as __________ (thin) as Pralay.
(e) The owl is considered as the _____________ (wise) of all.
(f) His house is _________________(far) away from my house than Sanjeev's.

Let's learn:

Look at the following sentence:

- What **is troubling** you?

In the above sentence, we find that the action is in progress. When we express a present, ongoing action, we use **Present Continuous Tense**. The form that is used for this tense is **is/am/are + verb + ing.**

Look at the sentences from the text you have read:

- On a fine morning, Emperor Akbar **was walking** in his vast garden.

- At the King's court, many heard the question that **was troubling** Akbar.

The coloured words indicate actions that were continuing at a time in the past.Such words which denote an action that was happening in the past is known as **Past Continuous Tense**. The form that is used for this tense is **was/were + verb + ing**.

Let's do:

Activity 10

Fill in the blanks with either Present Continuous Tense or Past Continuous Tense:

(a) It ________________(rain) now.

(b) Dr.Manmohan Singh ___________________(visit) Kolkata today.

(c) Hari _______________________(study) at 9pm yesterday.

(d) The boys ________________(play) in the field now.

(e) Rahim ________________ (talk) to his friend when his mother called him.

Let's learn :

How do we write a dialogue?

- In case of **dialogue writing**, we usually write exactly those words that are actually spoken.
- Abbreviations can be used in dialogues.
- Contracted forms are also used.
- It should be in a conversational style.

The form is like this:

Sita : Hello! How are you?
Reshma : I'm fine. How are you?
Sita : Meeting you after a long time! Where were you ,by the way?
Reshma : I was held up with my exams.
Sita : I see! And how was your exam?
Reshma : Well, not bad really! But now I'm getting a bit nervous about the result.
Sita : Oh, come on! I'm sure you'll do well.
Reshma : Thanks, Sita.
Sita : Bye then! Take care.
Reshma : Bye.

Let's do :

Activity 11

Suppose your friend asks you to solve a riddle and you don't know the answer to it. Write a dialogue in about seventy words based on the conversation that you had with your friend.

Begin like this:

Sunil : Hello Rohit! What's going on?
You : Nothing serious. Just having a crack at this crossword.
Sunil : Good to see that you like puzzles. Well, here's a riddle for you.
You : What's the riddle?
Sunil : Well, ...

Activity 12

Try to write a story that you may have heard before using the following points (in about seventy words):

A crow——finds meat———flies to a tree———a clever fox——-—sees——says to crow———sing——crow sings———meat falls———fox takes——---crow sad————flies away.

Begin like this:

A crow was flying for a long time. He became very hungry ....

Now complete the rest of the story taking cues from above.

Let's work together::

Enact a play

- Read the story again.
- Write dialogues for Akbar, Birbal and the neighbour.
- Play the roles of Akbar, Birbal and the neighbour.
- There should be a director who will guide the characters.
- Some of your friends will prompt.

Lesson : 3

We are Seven

William Wordsworth

Let's start :

The poet:

William Wordsworth [1770-1850] was one of the greatest poets of nature. He was a major poet of the Romantic period. His greatest poems are *The Prelude, The Daffodils, Tintern Abbey, London 1802,Ode to Duty, Upon Westminster Abbey* etc. He spent his life in the Lake District of England. The present text is an edited version of his poem *We are Seven.*

Let's share:

- Do you have any brother or sister?
- How many cousins do you have?
- How old are they?
- Where do they live?

Let's read:

A simple child,
That lightly draws its breath,
And feels its life in every limb,
What should it know of death?

I met a little cottage girl:
She was eight years old, she said
Her hair was thick with many a curl
That **clustered** round her head.

She had a **rustic**, woodland air
And she was wildly **clad**;
Her eyes were fair, and very fair;
-Her beauty made me glad.

“Sisters and brothers, little **maid**
How many may you be?”
“How many? Seven in all,” she said,
And wondering looked at me.

And where are they? I pray you tell.”
She answered, “Seven are we
And two of us at **Conway** dwell
And two are gone to sea.

Two of us in the churchyard lie,
My sister and my brother;
And in the churchyard cottage I
Dwell near them with my mother.”

"You say that two at Conway dwell,
And two are gone to sea,
Yet ye are seven! - I pray you tell,
Sweet maid, how this may be?"

Then did the little maid reply,
"Seven boys and girls are we;
Two of us in the churchyard lie,
Beneath the churchyard tree."

"You run about, my little maid,
Your limbs they are alive;
If two are in the churchyard laid,
Then ye are only five."

"Their **graves** are green, they may be seen,"
The little maid replied,
"Twelve steps or more from my mother's door
And they are side by side.

"How many are you then," said I,
If they two are in heaven?"
Quick was the little maid's reply,
"O master! We are seven."

"But they are dead; those two are dead!
Their **spirits** are in heaven!"
'Twas throwing words away; for still
The little maid would have her will,
And say, "**Nay**, we are seven!"

Word Nest

clustered: grouped; **rustic**: rural; **clad** : dressed; **maid**: girl; **Conway**: a fort city in Wales; **graves**: tombs; **dwell**: live; **spirits** : souls; **nay** : no

Let's do:

Activity 1

Choose the correct answer from the given alternatives:

(a) The little girl whom the poet met was—
   (i) seven
   (ii) eight
   (iii) nine years old.

(b) The girl lost—
   (i) two brothers
   (ii) two sisters
   (iii) a brother and a sister.

(c) The distance between her house and the burial ground was only—
   (i) twelve steps
   (ii) ten steps
   (iii) six steps.

Activity 2

Identify which of the following statements are True and which are False. Give a supporting statement for each of your answers :

(a) The little girl was good-looking. **( )**

(b) Five of her brothers and sisters were dead. **( )**

(c) The graves were covered with green grass. **( )**

Activity 3

Look at the first four lines :

A simple child

That lightly draws its **breath**

And feels its life in every limb,

What should it know of **death**?

Where is the similarity? The word **breath** rhymes with **death**. Find words from the

poem that rhyme with the given words:

curl:_______; head ________; air______; clad_______; be________; tell_________; laid :_______;heaven:______

Activity 4

Answer the following questions :

(a) Pick out the expressions that describe the appearance of the girl.

(b) With whom did the girl live?

(c) What does the girl say about her living brothers and sisters?

(d) Why does the girl say, "We are seven"?

Activity 5

Make sentences with the following words :

dwell, clustered, rustic, grave, maid

Let's learn :

Look at the coloured words :

- The little **maid** would have her will.
- Her beauty **made** me glad.

Note that the two words have the same pronunciation but their meanings are different. These words are called **homophones**.Here are some more instances of homophones from the poem: met- mate; hair-hare; wonder- wander; two-to; there-their.

Let's do:

Activity 6

Make sentences with the following pairs of homophones:

met- mate; hair-hare; wonder- wander; two-to; there-their.

Let's work together :

Collect a few words and their homophones. Write down their meanings.

Lesson : 4

The Beauty and the Beast

Let's start:

The Beauty and the Beast is a traditional fairy tale of France and is not authored by anyone specific. It was retold by several famous writers. Animation films have also been made on this story.

Let's share:

- Are you scared of beasts?
- What will you do if you meet a beast?
- Have you read any fairy tale?
- If so, which one is it?

Unit I

Let's read:

Once upon a time a wealthy merchant lived in a big **mansion** with his three daughters. All of them were very beautiful. The youngest girl was Belle. She was known for her loveliness and for being pure at heart. Her sisters, in contrast, were wicked and selfish.

But their fortune soon changed. The merchant lost all his wealth in a **tempest** on sea. So he and his daughters started to live in a small farmhouse in a village. They had to work hard for their living. Some years later, the merchant heard that one of his trading ships had returned to port. Somehow it had escaped the violent storm. Hence, the merchant decided to return to the city to discover whether it still contained anything of value. Before leaving, he asked his daughters:

"Do you want me to bring any gift upon my return?" Both his elder daughters asked for jewels and fine dresses.
But Belle said,

"Father, promise me, you will bring me a rare rose that does not grow in this part of the country".

Having agreed to her request, the merchant set off for the city. When he reached the city he found, to his dismay, that his ship's cargo had been seized to pay his debts. So he was left with no money to buy any present for his daughters.

While returning, he lost his way in a forest. **Seeking** shelter, he came across a dazzling palace and entered it. Inside, he found tables **laden** with food and drink, which had apparently been left for him by the palace's unseen owner. The merchant accepted this gift, ate to his heart's content and spent the night at the palace.

The next morning as the merchant was about to leave, he saw a rose garden and recalled that Belle had desired a rose. Upon picking the loveliest rose the merchant suddenly came face to face with a **hideous** Beast. He told the merchant,

"Last night you were hungry and shelterless. I gave you food, shelter and comfort. And now you are taking away my most precious possession after accepting my **hospitality**! You must die for your **conduct**!"

The merchant begged to be set free. He argued that he had only picked the rose as a gift for his youngest daughter, Belle.

At last the Beast agreed. "Fine, you can take the rose for Belle, but you will have to return to the castle or else your daughter shall come to stay with me in this castle."

The merchant was upset, but accepted this condition. The Beast sent him on his way, with jewels and fine clothes for his daughters, and stressed that Belle must come to the castle of her own **accord**. The merchant, upon arriving home, tried to hide the secret from Belle, but she **pried** it from him and willingly went to the Beast's castle. The Beast received her **graciously** and told her,

"You are the mistress of the castle, and I am your servant."

Word Nest

mansion : palace; **tempest**: sea storm; **laden** : loaded; **seeking**: looking for; **hideous**: extremely ugly; **hospitality** : generous behaviour towards guests; **conduct**: behaviour; **accord** : free will; **pried**: managed to find out something that is kept secret; **graciously**: kindly.

Let's do:

Activity 1

Choose the correct option:

What is the text type? Is it—(a) an imaginary story (b) a true story (c) the life story of a famous person?

Activity 2

Underline the correct answer:

(a) Belle is the name of the—
   (i) youngest daughter
   (ii) middle daughter
   (iii) eldest daughter

(b) Belle asked her father to bring—
   (i) jewels
   (ii) dresses
   (iii) a rose

(c) The owner of the castle was a—
  (i) rich merchant
  (ii) beast
  (iii) king

Activity 3

Identify which of the following statements are True and which are False. Give a supporting statement for each of your answers:

(a) The merchant had three daughters.

(b) The merchant lost his way on his return journey.

(c) Belle did not go to the castle on her own will.

(d) Belle became the mistress of the castle.

Activity 4

Answer the following questions :

(a) How did the fortune of the merchant change?

(b) What were the gifts that the three daughters asked for?

(c) Why did the merchant go to the castle?

(d) What did the Beast demand from the merchant?

(e) Why did Belle go to the castle of the Beast?

Let's talk:

❖ If you were Belle, what gift would you have wanted from your father? Discuss with your friends and tell the class.

❖ Do you think Belle did the right thing by going to the castle of the Beast? Tell the class about your views.

Unit II

Let's continue :

The beast gave her **lavish** clothing and food and carried on lengthy conversations with her. Each night, the Beast asked Belle to marry him, only to be refused every time. After each refusal, Belle dreamt of a **handsome** prince who pleaded with her to explain why she kept on refusing the beast. She replied each time that she could not marry the Beast because she loved him only as a friend. But Belle could not make the connection between the handsome prince and the Beast. She was convinced that the Beast was holding the prince captive somewhere in the castle.

She searched for him and discovered many **enchanted** rooms, but never the prince of her dreams.

For several months, Belle lived a life of luxury at the Beast's palace, being waited on hand and foot by invisible servants, having no end of riches to amuse her and an endless supply of fine clothes to wear. **Eventually** she became homesick and begged the Beast to allow her to go to see her family. He said he would allow it, only if she would return exactly a week later.

Belle agreed to this and set off for home with an enchanted mirror and ring. The mirror would allow her to see what was going on back at the Beast's castle, and the ring would allow her to return to the castle in an instant when turned three times around her finger.

Her elder sisters were surprised to find her well fed and dressed in grand clothes. They grew jealous of her happy life at the castle. Upon hearing that she must return to the Beast on a certain day, they begged her to stay just for one more day. They even put onion in their eyes to make it appear as though they were weeping. They secretly hoped that the Beast would grow angry with Belle for breaking her promise and would eat her alive! Belle's heart was moved by her sisters' false show of love, and she agreed to stay.

Belle began to feel guilty about breaking her promise to the Beast and used the mirror to see what he was doing back at the castle. She was horrified to discover that the Beast lay half-dead out of heartbreak. He lay near those very rose bushes her father had stolen the rose from. She immediately used the ring to return to the Beast.

Upon returning, Belle found the Beast almost dead. She wept over him, saying that she loved him. As soon as her tears touched him, the Beast was transformed into a handsome prince! The Prince informed Belle that long ago a fairy turned him into a hideous beast after he refused to let her in from the rain, and that only by finding true love despite his ugliness, could the curse be broken. Then the prince and Belle got married and they lived happily ever after.

Word Nest

lavish: generous; **handsome**: goodlooking (man);
enchanted : the state of being under a magic spell
eventually : at the end of a period of time

Let's do :

Activity 5

Fill in the table with information from the text:

Cause	Effect
	The merchant moved over to a village farmhouse
The merchant promised to send Belle to the castle	
	Belle wept over the body of the beast

Activity 6

Answer the following sentences :

(1) Why did the Beast decide to kill the merchant?

(2) How did the Beast look after Belle in his castle?

(3) Why did Belle fail to find the prince of her dreams in the castle?

(4) What were the two things Belle carried to her father's house? Why did she take them?

(5) How did a handsome prince become an ugly beast?

Activity 7

Rearrange the sentences in the correct order by writing the numbers in the brackets. One is done for you :

(1) The ugly Beast became a handsome prince. (   )
(2) Belle declined to marry the Beast. (   )
(3) The merchant promised to bring a rose for Belle. (1)
(4) Belle wept on the dying body of the Beast. (   )
(5) Belle went to the castle of the Beast. (   )
(6) Belle promised to return to the castle exactly a week later. (   )

Activity 8

The meanings of certain words are given here. Identify those words from the text:

(i) imprisoned (ii) that which cannot be seen (iii) friendly and kind behaviour to guests (iv) completely changed

Let's talk :

Sit in groups. Discuss with your friends-

- If you were Belle, would you have gone back to the castle of the beast? Give reasons.
- Tell the class about one of your dreams.

Let's do :

Activity 9

Odd one out

In each set there is a word that does not fit with the rest of the words in the set. Identify the word. One is done for you:

(i) Mansion/palace/**flat**/huge house
(ii) drizzle/storm/tempest/cyclone
(iii) friend/foe/ally/compatriot
(iv) refuse/accept/decline/deny

Let's learn :

Study the following sentences taken from the text:

- ❖ He entered a **dazzling palace**.
- ❖ She discovered many **enchanted rooms**.

In these two sentences the blue-coloured words are **nouns**. The red-coloured words describe the nouns that come after them. These are **Participle Adjectives**. They function like the adjectives and qualify the nouns that follow them. Let us look at some more examples of **Participle Adjectives**:

- ❖ A **rolling** stone gathers no moss.
- ❖ A **barking** dog seldom bites.
- ❖ She threw away the **withered** flowers.
- ❖ You should help a **wounded** man.

Let's do :

Activity 10

Form groups. Discuss among yourselves and identify the nouns that the participle adjectives in the above sentences of Activity 9 qualify.

Activity 11

Underline the participle adjectives in the following sentences :

(1) Runa is a trained nurse.
(2) The police caught the absconding prisoner.
(3) A rising sun looks bright.
(4) Do not board a running bus.
(5) The sleeping girl is looking beautiful.

Let's Learn

Look at the following sentences :

Ravi said, "I am going ."

Ravi said that he was going.

Thus we see that there are **two** ways of reporting the words of a speaker:

(i) We may **quote** his **actual words**. This is called **Direct Speech**.

(ii) We may **report** what he said without quoting his exact words. This is called

Indirect or Reported Speech.

Note that in **Direct Speech**, we use **inverted commas** to mark off the exact words of the speaker. In **Indirect Speech this is not done**. While changing Direct Speech into Indirect Speech the following points should be kept in mind :

- Inverted commas have to be removed while rewriting the sentence.
- The conjunction **that** is used before the Indirect statement.
- The pronoun **I** is changed to **he**.
- The verb **am** is changed to **was**.

We also need to keep the following points in mind when changing Direct Speech into Indirect :

- **Simple present** becomes **simple past**.

Direct : She said, "I am tired."

Indirect : She said that she was tired.

- **Present continuous** becomes **past continuous**.

Direct : He said, "My son is reading a book."

Indirect : He said that his son was reading a book.

- Words expressing **nearness** in time or place are generally changed into words expressing **distance**. Thus : **Now** becomes **then**, **here** becomes **there**, **thus** becomes **so**, **today** becomes **that day**, etc.

Direct : The child said, "I am studying now."

Indirect : The child said that she was studying then.

Direct : Rita said, "I live here."

Indirect : Rita said that she lived there.

Activity 12

Identify whether the following sentences are in Direct or Indirect Speech :

i) He said, "I am busy."

ii) The master said that the clerk would not attend office that day.

iii) The student said that she had left her bag there.

iv) She said, “I am leaving for Delhi now”

Activity 13 (a)

You have just finished reading a beautiful story. Write a story in about seventy words with the help of the points given below. Give a title to your story:

merchant–going home through forest–has bag full of money–rain falls-gets wet–curses the rain– a robber comes–points gun at the merchant– shoots– unhurt–wet gunpowder– merchant thanks God for rain.

Activity 13 (b)

Describe in a short paragraph (within seventy words) about your experience of visiting a garden of flowers. You may use the following clues:

- its location
- objects seen there
- types of flowers
- its effect on you
- the beautiful memory that will always linger in your mind

Let’s work together:

Making a Bookmark

- Take a sheet of chart paper.
- Draw a cartoon of any beast.
- Take a pair of scissors and cut out the cartoon.
- Your bookmark is now ready.
- Show it to the class.
- Now discuss in groups the utility of using a bookmark.

Lesson : 5

Uncle Podger Hangs a Picture

Jerome Klapka Jerome

Let's start :

Jerome Klapka Jerome (1859-1927) is a comic writer and humorist. He is best known for his comic travelogues like *Three Men in a Boat* and *Three Men in a Bummel*. The present story is abridged from a chapter in *Three Men in a Boat*.

Let's share :

- Have you ever seen a picture hanging on a wall?
- Where have you seen it?
- What are the things you need to hang a picture on the wall?

Let's read :

Unit I

You never saw such a **commotion** up and down a house in all your life, as when my Uncle Podger undertook to do a job. A picture would have come home from the frame-makers, and be standing in the dining-room, waiting to be put up. Aunt Podger would ask what was to be done with it, and Uncle Podger would say:

"Oh, you leave that to me. Don't you, any of you, worry yourselves about that. I'll do all that."

And then he would take off his coat, and begin. He would send the girl out for **sixpen'orth** of nails, and then one of the boys after her to tell her what size to get.

"Now you go and get me my hammer, Will," he would shout, "and you bring me the rule, Tom. I shall want the step-ladder, and I had better have a kitchen-chair,

too. And don't you go, Maria, because I shall want somebody to hold me the light. When the girl comes back she must go out again for a bit of picture **cord**. Tom!-Where's Tom?-Tom, you come here; I shall want you to hand me up the picture."

And then he would lift up the picture, and drop it, and it would come out of the frame. He would try to save the glass and cut himself. Then he would spring round the room, looking for his handkerchief. He could not find his handkerchief, because it was in the pocket of the coat he had taken off, and he did not know where he had put the coat. All the house had to leave off looking for his tools, and start looking for his coat; while he would dance round and hinder them.

"Doesn't anybody in the whole house know where my coat is? I never came across such a set in all my life - upon my life I didn't. Six of you! – and you can't find a coat that I put down not five minutes ago! Well, of all the——"

Then he'd get up and find that he had been sitting on it, and would call out:

"Oh, you can give it up! I've found it myself now."

When half an hour had been spent in tying up his finger, and a new glass had been got, he would have another go. Two people would have to hold the chair, and a third would help him up on it, and hold him there. A fourth would hand him a nail, and a fifth would pass him up the hammer, and he would take hold of the nail, and drop it.

"There!" he would say in an **injured** tone, "now the nail's gone."

And we would all have to go down on our knees and **grovel** for it.

The nail would be found at last, but by that time he would have lost the hammer.

"Where's the hammer? What did I do with the hammer? Great heavens! Seven of you, **gaping** round there, and you don't know what I did with the hammer!"

Word Nest

commotion: trouble; **sixpen'orth**: having the value of sixpenny; **cord**: string; **injured** : upset; **grovel**: crawl; **gaping** : looking with the mouth open

Let's do:

Activity 1

Choose the correct answers from the given alternatives :

(a) The thing which would have come home from the frame-makers is
- (i) a picture
- (ii) a carving on wood
- (iii) a picture drawn on a piece of cloth

(b) Uncle Podger would take off his
- (i) vest
- (ii) tie
- (iii) coat

(c) Uncle Podger would ask
- (i) the boy
- (ii) the girl
- (iii) the charwoman, for sixpen'orth of nails.

(d) Uncle Podger, at first, would drop the
- (i) picture
- (ii) hammer
- (iii) nail

Activity 2

Identify which of the following statements are True and which are False. Give a supporting statement for each of your answers.

(a) There was a commotion in the house when Uncle Podger undertook a job.

(b) Uncle Podger did not want to hang the picture.

(c) Uncle Podger would cut himself and spring round the room searching for his handkerchief.

(d) The second thing that Uncle Podger would lose would be the hammer.

Activity 3

Complete the following sentences with information from the text:

(a) Aunt Podger would ask..after the picture came to the house.

(b) Tom was asked to bring ....

(c) ....as he would be sitting on it.

Activity 4

Answer the following questions :

(a) Name the children of Uncle Podger.

(b) What did Uncle Podger ask the children to bring for him?

(c) How did Uncle Podger cut himself?

(d) Why did Uncle Podger want his coat?

(e) Where did he find his coat?

Let's talk :

Suppose you are one of the children. Discuss what you would do for your father if he decides to undertake a job of this sort.

Unit II

Let's continue :

We would find the hammer for him, and then he would have lost sight of the mark he had made on the wall, where the nail was to go in. Each of us had to get up on the chair beside him, and see if we could find it. We would each discover it in a different place, and he would call us all fools.

Trying to reach a point three inches beyond what was possible for him to reach, the string would slip, and down he would slide on to the piano.

At last, Uncle Podger would get the spot fixed, and put the point of the nail on it with his left hand, and take the hammer in his right hand. And with the first blow, he would **smash** his thumb, and drop the hammer, with a **yell**, on somebody's toes.

Aunt Maria would mildly observe that, next time Uncle Podger was going to hammer a nail into the wall, she hoped he'd let her know in time. She could then make arrangements to go and spend a week with her mother while it was being done.

"Oh! You woman, you make such a **fuss** over everything." Uncle Podger would reply picking himself up. "Why, I like doing a little job of this sort."

And then he would have another try. At the second blow, the nail would go clean through the plaster, and half the hammer after it.

Then we would find the rule and the string again, and a new hole was made. About midnight, the picture would be up – very **crooked** and **insecure**.

"There you are," he would say, stepping heavily off the chair on to the **charwoman**'s corns, and surveying the **mess** he had made with evident pride. "Why, some people would have had a man in to do a little thing like that!"

Word Nest

smash: crash; **yell** : shout; **fuss**: create trouble; **crooked**: not straight ; **insecure**: uncertain; **charwoman**: a woman who arranges the coal in a house; **mess** : dirty state of things

Let's do :

Activity 5

Choose the correct answers from the given alternatives :

(a) Uncle Podger would call us all
  (i) intelligent
  (ii) careless
  (iii) fools

(b) Uncle Podger would slide and fall
  (i) on the char-woman's toes
  (ii) on the piano
  (iii) on the chair

(c) Uncle Podger's work would finish
  (i) at around midnight
  (ii) at mid-day
  (iii) in the evening

Activity 6

Complete the sentences with information from the text:

(a) Uncle Podger would lose sight of the mark ....
(b) ....trying to reach a point three inches beyond.
(c) ....doing a job of this sort.

Activity 7

Complete the following table with information from the text :

Cause	Effect
(a)	Each child had to get up beside him on the chair
(b)	Uncle Podger would fall on to the piano
(c) At the first blow of the hammer	
(d)	a new hole was made

Activity 8

Answer the following questions:

(a) Give two instances to show the carelessness of Uncle Podger.

(b) What did Aunt Podger say after Uncle Podger smashed his thumb?

(c) How did Uncle Podge react after finishing the task?

(d) Why was everyone tired after Uncle Podger put up the picture on the wall?

Activity 9

Match the following words in column A with their meanings in column B:

A	B
(a) sneer	closely observing
(b) evident	poor
(c) wretched	mock
(d) surveying	clear

Activity 10

Find the antonymns of the following words from the text :

(a) rapidly

(b) lost

(c) remembered

(d) roughly

(e) save

(f) straight

Activity 11

Use the prefixes or suffixes (in-/im-/-al/-some) to form new words :

(a) different :

(b) possible :

(c) sufficient :

(d) arrive :

(e) whole :

Let's learn:

Look at these sentences :

- A picture would have come from the **frame-maker's** and be standing in the **dining-room**, waiting to be put up.
- I shall want the **step-ladder**, and I had better have a **kitchen-chair**, too.

The words **dining-room**, **frame-maker's, step-ladder** and **kitchen-chair** are formed by two or more words but they mean only one object. These words are called **compound words**. The meaning of the individual words add meaning to the compound word but itself individually they do not mean the same. For example: dining-room. This specifies a room used for dining but only 'dining' or 'room' will not carry the proper sense of the word. So also is frame-maker's. 'Frame' and 'maker's' have different individual meanings but together they mean a person who makes frames. Thus we find that these compound words have a specific meaning different from the individual component words.

While the component words of the compound words are nouns , we call the compound words **nominal compounds**. For example kitchen-chair, step-ladder.

Let's do :

Activity 12

Try to find as many compound words you can from the lesson, and make sentences with them.

Let's learn :

Look at these sentences :

- I **shall want** the step-ladder.
- I **shall want** somebody to hold me the light.

In these sentences, the action of the verb indicates an action that has not yet

happened. The words '**shall want**' indicate an action that will happen later. Such action that focuses on something that is going to happen is termed as '**Future Tense**' of the verb.

The structure of the '**Future Tense**' is this-

I/We + shall/will + verb
You + will + verb
They/He/She/It + will + verb

Only in the case of the first person we use 'shall/will', but for all other persons we use 'will'.

Let's do :

Activity 13

Write 5 sentences about what you want to be in future.

Let's start in this way:

I would like to be...

Activity 14

We have already learnt **Plural Nouns**. Find some of these from the following sentences and then make other sentences with them:

(a) He wore his old trousers to school.

(b) Mother wanted the scissors to cut the thread.

(c) The press went public over the issue.

(d) At the station, the goods were unloaded from the train.

(e) His true colours came to the forefront at the meeting.

Let's talk :

Discuss with your friends what Aunt Podger would really do if Uncle Podger announced again that he would do a little job of this sort.

Let's learn:

Find out how to write the summary of a passage:–

Given text :

When half an hour had been spent in tying up his finger, and a new glass had been got, he would have another go. Two people would have to hold the chair, and a third would help him up on it, and hold him there. A fourth would hand him a nail, and a fifth would pass him up the hammer, and he would take hold of the nail, and drop it. (72 words)

Summary :

After dressing his finger and getting a new glass, he would retry. People would hold his chair, help him climb, hold him there, hand him a nail and a hammer. Holding the nail, he would drop it. (37 words)

While writing a summary:

- do not use direct speech
- do not quote from the passage
- do not use examples given in the passage
- pick out the main ideas from the passage
- write about the ideas in your own words+

  A summary should have approximately half the word count of the given passage.

Therefore we see here that only the essential ideas or incidents have been incorporated in the summary. No unnecessary details are needed.

Let's do :

Activity 15

Now write a summary of the given passage :

Then he would spring round the room, looking for his handkerchief. He could not find his handkerchief, because it was in the pocket of the coat he had taken off, and he did not know where he had put the coat. All the house had to leave off looking for his tools, and start looking for his coat; while he would dance round and hinder them.

Activity 16

Narrate a funny incident that you have experienced. You may use the following points:

Brief account of the incident — when it happened — the funniest part of the incident — funny characters involved, if any.

Let's work together :

Let's make a chart with funny characters whom we know from our daily lives or from cinema, television and books. You may write a few lines about these funny people. For example, you may consider characters like:

- Laurel and Hardy
- Charlie Chaplin
- Mr. Bean
- Tenida
- Ghanada

Lesson : 6

The Vagabond

Robert Louis Stevenson

Let's start :

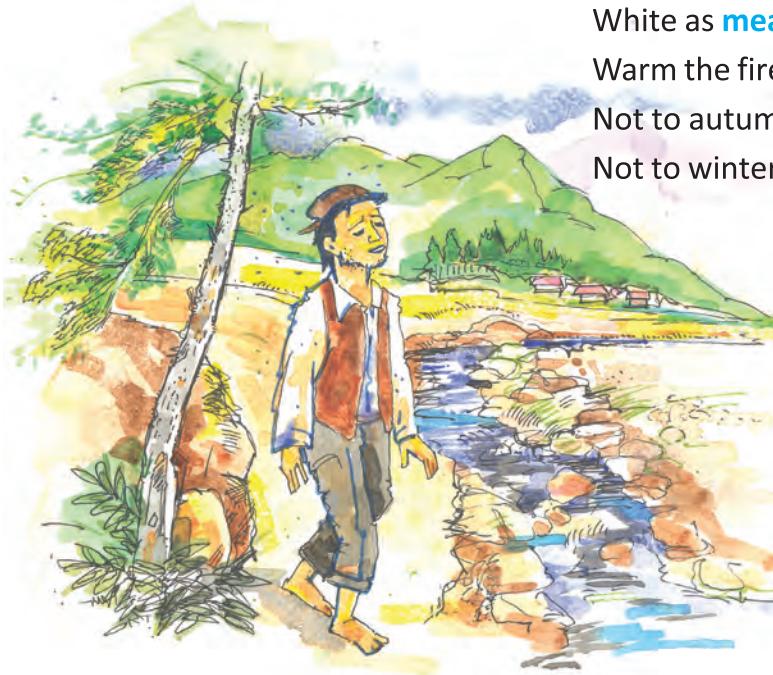
Robert Louis Balfour Stevenson (1850-1894) was a Scottish poet, novelist, essayist, and a travel writer. His famous works include *Treasure Island*, *Kidnapped*, and *The Strange Case of Dr Jekyll and Mr Hyde*.

Let's share :

- Have you ever travelled far?
- Name some places that you have visited.
- What are the other places you would like to visit?

Let's read :

Give to me the life I love,
Let the **lave** go by me,
Give the **jolly** heaven above
And the byway **nigh** me.
Bed in the bush with stars to see,
Bread I dip in the river –
There's the life for a man like me,
There's the life for ever.

Let the blow fall soon or late,
Let what will be o'er me;
Give the face of earth around
And the road before me.
Wealth I seek not, hope nor love,
Nor a friend to know me;
All I seek, the heaven above
And the road below me.

Or let autumn fall on me
Where **afield** I **linger**,
Silencing the bird on tree,
Biting the blue finger.
White as **meal** the frosty field –
Warm the fireside **haven** –
Not to autumn will I **yield**,
Not to winter even!

Let the **blow** fall soon or late,
Let what will be o'er me;
Give the face of earth around,
And the road before me.
Wealth I ask not, hope nor love,
Nor a friend to know me;
All I ask, the heaven above
And the road below me.

– Robert Louis Stevenson

Word Nest

lave: stream; **jolly**: happy; **nigh**: near; **afield**: in the field; **linger** : spend a while; **meal**: grains of cereal after a coarse grinding **haven**: a safe place; **yield**: surrender; **blow** : troubles and challenges

Let's do :

Activity 1

Choose the correct answer from the given alternatives :

(a) The vagabond wishes to have his bed
- (i) in a frosty field
- (ii) in the bush
- (iii) at a roadside inn.

(b) The vagabond prays for a life

   (i) in close contact with nature

   (ii) devoted to social work

   (iii) spent in comfort and luxury

(c) The vagabond does not seek

   (i) the heaven above him

   (ii) wealth

   (iii) the road below him

Activity 2

Identify which of the following statements are True and which are False. Give a supporting statement for each of your answers:

(a) The vagabond wants the way to be far away from him. ( )

(b) The vagabond dips the bread in the river water. ( )

(c) When autumn comes the birds are going to be happy with their chirpings. ( )

(d) The vagabond will not fear to face Autumn or Winter. ( )

Activity 3

Complete the sentences meaningfully:

(a) The vagabond is a person who ________________________________.

(b) The vagabond wants a life of ________________________________.

(c) The vagabond asks for ________________________________

(d) The vagabond does not ______________________________ to know him .

Activity 4

Answer the following questions:

(a) What kind of a life does the vagabond want?

(b) What are the things that do not interest the vagabond?

(c) What would the vagabond do when winter falls?

(d) How does the poet describe a field in autumn?

(e) Why does the poet repeat the second stanza once again?

(f) What message does the poet want to give through the poem?

Activity 5

Match the words in Column A with their meanings in Column B :

A	B
love	a stream or a rivulet
heaven	that which is near
nigh	a feeling of care and understanding
lave	a person who stands by at all times
frosty	covered with thin ice
friend	a place where a soul finds peace and his God

Activity 6

Fill in the blanks with the antonyms of the words given in brackets :

(a) There is a _____________ (warm) breeze blowing from the sea.

(b) His coat is _______________ (white) in colour.

(c) After spring comes _____________ (winter).

(d) From the mountain top, I could see the river flowing _____________ (above).

(e) I do not want to be ____________ (early) for the meeting.

Activity 7

Make as many new words as you can from the poem by adding suffixes. One is done for you:

(a) _y: **wealthy**, ____.
(b) _less: ____.
(c) _full : ____.
(d) _ly : ____.
(e) _th : ____.
(f) _side : ____.
(g) _er : ____.
(h) _r : ____.

Activity 8 (a)

Find participle adjectives from the given sentences :

(a) He got down from a running bus.
(b) The loaded truck hit the tree.
(c) I met a charming woman today.
(d) Don't eat rotten mangoes.
(e) Cricket is an exciting game.

Activity 8 (b)

Make new sentences with the participle adjectives that you have found in Activity 8 (a).

Activity 9

Punctuate the following passage :

do you know Watson said Holmes as we sat together at the end of the garden in the darkness I have really some hesitation in taking you tonight there is a risk of danger

You know I welcome it but you have evidently seen more in these rooms than was visible to me

You saw the ventilator

Yes but I do not think that it is such a very dangerous or unusual thing to have a small opening between two rooms it was so small that a rat could hardly pass through

Activity 10

Complete the sentences with adjectives in their proper degree:

(a) Ram is ____________ (old) than Shyam.

(b) Mt. Everest is the ___________ (high) peak in the world.

(c) A mango is as ____________ (sweet) to taste as an apple.

(d) Darjeeling is _____________ (cool) than Siliguri.

(e) Kolkata is the _______________ (large) city in West Bengal.

(f) Sita is _______________ (tall) than Reshma.

Activity 11

Fill in the blanks with the plural nouns given in the help box . There are some extra words.

species, headquarters, means, series, spectacles, tongs, congratulations

(a) You have won the match __________________ !

(b) The police _______________ were not far away.

(c) He did not have the _______________, but he had the capacity to build an empire.

(d) The test ________________ was so exciting that all were glued to the television.

(e) He held the burning coal with the help of ____________.

Activity 12

Describe in a short paragraph (within seventy words) your experience of enjoying a picnic. You may use the following hints:

- place of the picnic
- time/season of the picnic
- your companions in the picnic
- games/events/activities
- your feelings after the picnic

Let's work together :

Framing a Picture

- On a sheet of chart paper draw a colourful picture of the vagabond in a natural background.
- Collect at least eight sticks, four of these equal in measure to the breadth of the picture and the other four equal to the length.
- Fix the sticks to the margins of the pictures on all four sides.
- Make a loop of strong string and fix it to the top stick carefully so that the picture stays upright.
- Your picture is ready for hanging on the wall.

Lesson : 7

Mowgli Among the Wolves

Rudyard Kipling

Let's start :

The author, Rudyard Kipling, was a famous English short story writer, poet and novelist. He won the Nobel Prize for Literature in 1907. He is chiefly remembered for his stories for children. He was born in Bombay (now Mumbai) but grew up in England. His best known stories are *Kim*, *Just So Stories*, *The Jungle Book* etc. *Mowgli Among the Wolves* is abridged from a chapter of *The Jungle Book*.

Let's share :

- Have you ever heard stories related to a forest?
- Which animals are found in forests?
- Which animals are carnivorous?
- Which animals are herbivorous?

Unit-I

Let's read :

It was seven o'clock of a very warm evening in the Seeonee hills. Father Wolf woke up from his day's rest. He scratched himself, yawned, and spread out his paws one after the other to get rid of the sleepy feeling in their tips. Mother Wolf lay with her big grey nose dropped across her four tumbling, **squealing** cubs. The moon shone into the mouth of the cave where they all lived. "Augrrh!" said Father Wolf. "It is time to hunt again." He was going to spring down hill when a little shadow with a bushy tail crossed the threshold and **whined**.

"Good luck goes with you, O Chief of the wolves. And your noble children may never forget the hungry in this world."

It was the jackal,Tabaqui. The wolves of India **despise** Tabaqui because he runs about making mischief, and telling tales, and eating rags and pieces of leather from the village rubbish-heaps. But they are afraid of him too because Tabaqui, more than anyone else in the jungle is **apt** to go mad. And then he runs through the forest biting everything in his way. Even the tiger runs and hides when Tabaqui goes mad.

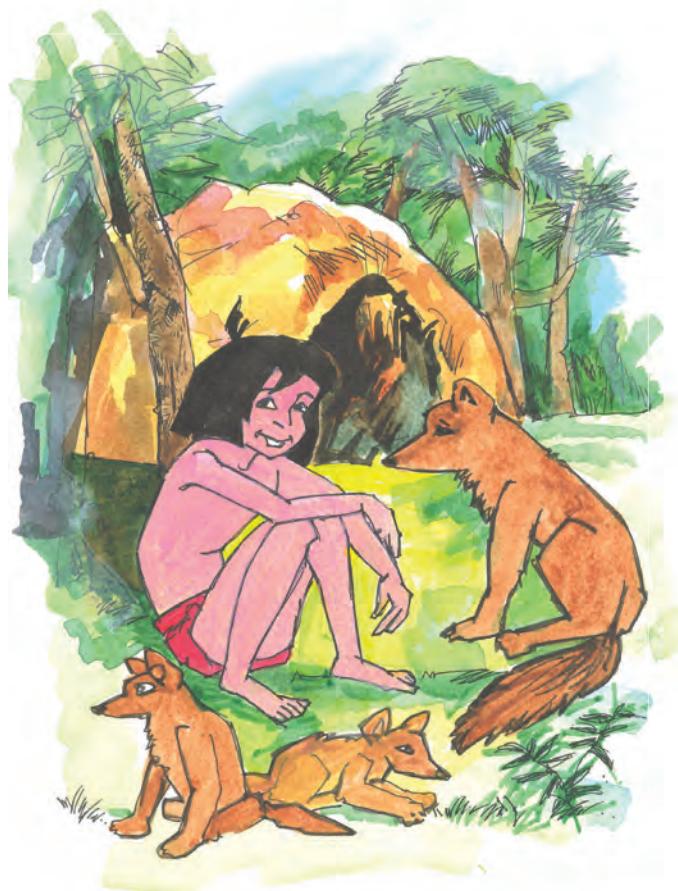
"Enter, then, and look," said Father Wolf stiffly, "but there is no food here."

"For a wolf, no," said Tabaqui, "but for so mean a person as myself a dry bone is a good feast. Who are we to pick and choose?" He **scuttled** to the back of the cave, where he found the bone of a buck with some meat on it. He sat cracking the end merrily.

"All thanks for this good meal," he said, licking his lips. "How beautiful are the noble children! How large are their eyes! And so young too!''

Now, Tabaqui knew as well as anyone else that there is nothing so unlucky as to **compliment** children on their faces. It pleased him to see Mother and Father Wolf look uncomfortable.

Tabaqui sat still, rejoicing in the mischief that he had made, and then he said spitefully:

"Sher Khan, the Big One, has shifted his hunting grounds. He will hunt among these hills for the next moon, so he has told me."

Sher Khan was the tiger who lived near the Waingunga River, twenty miles away.

"He has no right!" Father began angrily. "By the Law of the Jungle he has no right to change his quarters without due warning. He will frighten all **game** within ten miles, and I—I have to kill for two, these days."

"I go," said Tabaqui quickly. "You can hear Sher Khan below in the **thickets**."

Father Wolf listened, and below in the valley that ran down to the river he heard the dry, angry, snarly whine of a tiger.

"The fool!" said Father Wolf. "To begin a night's work with that noise! Does he think that our bucks are like his fat Waingunga bullocks?"

"H'sh. It is neither bullock nor buck he hunts tonight," said Mother Wolf. "It is a man."

"Man!" said Father Wolf, showing all his white teeth. "Faugh! Are there not enough beetles and frogs in the tanks that he must eat man and on our ground too?"

Word Nest

squealing: speaking in a high voice; **whined**: complained in a crying voice; **despise**: to dislike and have no respect for somebody; **apt**: suitable; **scuttled**: ran with quick short steps; **compliment**: a remark that expresses praise or admiration of somebody; **game**: wild animal or bird that people hunt; **thickets**: a group of small trees growing closely together

Let's do :

Activity 1

Choose the correct answer from the given alternatives:

(a) Father Wolf woke up at—(i) six o' clock (ii) seven o' clock (iii) eight o' clock.

(b) Tabaqui was the name of a—(i) jackal (ii) wolf (iii) tiger.

(c) On that night the tiger had hunted a—(i) man (ii) bullock (iii) buck.

Activity 2

Identify which of the following statements are True and which are False. Give a supporting statement for each of your answers.

(a) Father Wolf woke up early in the morning.

(b) Indian wolves do not like jackals for their mischievous nature.

(c) Tabaqui did not find any food at the wolves' den.

(d) The wolf family was not at all pleased to hear the compliments.

(e) Sher Khan lived in the forest area twenty miles away from the wolves.

Activity 3

Answer the following questions by referring to the text:

(a) How did Father Wolf come out of sleepiness?

(b) Why are the animals scared of the jackal?

(c) What was the 'law of the jungle'?

(d) Why was Father Wolf angry on hearing the loud roar of the tiger?

Let's talk :

Sit in groups. Discuss with your friends and tell the class about-

- Your favourite animal character
- The general habits of a jackal
- How are the wolves different in nature in comparison to jackals?

Let's learn :

Do you know that at times we use a certain word to substitute a group of words? This process is called '**One word substitution**'.

Example:

- a disease in which one is scared of water: **Hydrophobia**
- an animal that lives on the flesh of other animals: **Carnivorous**
- an animal that lives on plants: **Herbivorous**
- one who eats no meat, fish or eggs: **vegetarian**

- one who feeds on fruits: **fruitarian**
- one who writes novels: **novelist**
- one who writes poetry: **poet**
- a lover of animals: **zoophilist**

Let's work together :

Get into groups. Discuss among yourselves and write at least 15 words that substitute certain groups of words. Write those words and the group of words that they substitute on a chart paper. Display the chart in the classroom.

Unit II

Let's continue:

Father Wolf ran out a few paces and heard Sher Khan **muttering** and mumbling **savagely** as he tumbled about in the scrub. "The fool has had no more sense than to jump at a woodcutter's campfire, and he has burnt his feet," said Father Wolf with a grunt.

"Something is coming uphill," said Mother Wolf, twitching one ear.

The bushes **rustled** a little, and Father Wolf got ready to leap. Then, if you had been watching, you would have seen the most wonderful thing in the world.

"Man!" he **snapped**. "A man's cub! Look!"

Directly in front of him, holding on by a low branch, stood a brown baby who could just walk. He looked up into Father Wolf's face, and laughed.

"Is that a man's cub?" said Mother Wolf. "I have never seen one. Bring it here."

"I have heard now and again of such a thing, but never in our pack or in my time," said Father Wolf. "He is altogether without hair!"

The moonlight was blocked out of the mouth of the cave, for Sher Khan's great square head and shoulders were **thrust** into the entrance. "What does Sher Khan need?" said Father Wolf. "A man's cub went this way. Its parents have run off," demanded Sher Khan.

"The wolves are free people," said Father Wolf. "They take orders from the head of the pack, and not any from striped animal. The man's cub is ours."

The tiger's roar filled the cave with thunder. Mother Wolf shook herself clear off the cubs and sprang forward. Her eyes were like two green moons in the darkness, facing the blazing eyes of the tiger. Sher Khan might have faced Father Wolf, but he could not stand up against Mother Wolf. He knew that where she stood she had all the advantage of the ground, and would fight to death. So he backed out of the cave mouth, growling.

Sher Khan speaks this much truth," said Father Wolf. "The cub must be shown to the pack. Will you still keep him?"

"**Assuredly** I will keep him," said Mother Wolf. "Lie still little frog. O you, Mowgli—for Mowgli, the Frog, I will call you. The time will come when you will hunt Sher Khan as he has hunted you."

Akela, the great grey lone wolf, who led all the pack by strength and cunning, lay out at full length on his rock. "Who speaks for this cub?" said Akela. "Among the free people who speaks"? There was no answer. Mother Wolf got ready for what she knew would be her last fight if things came to fighting. Then the only other creature, who is allowed at the Pack Council, was Baloo the bear. He rose upon his head and grunted:

"I speak for the man's cub. Let him run with the pack, and be entered with the others. I myself will teach him."

"We need yet another," said Akela. "Baloo has spoken, and he is our teacher for the young cubs. Who speaks beside Baloo?"

A black shadow dropped down into the circle. It was Bagheera, the Black Panther. Everyone knew Bagheera and nobody dared to cross his path, for he was as cunning as a jackal, as bold as the buffalo and as **reckless** as a wounded elephant. But he had a voice as soft as wild honey dripping from a tree.

"To kill a little cub is shame. Besides, he may make better sport for you when he is grown. Baloo has spoken on his behalf," said Bagheera.

"Men and their cubs are very wise. He may be a help in time," said Akela.

"Truly, a help in time of need; for none can hope to lead the pack forever," said Bagheera.

"Take him away," Akela said to Father Wolf, "and train him as befits one of the free people."

And that is how Mowgli was entered into the Seeonee wolf pack.

Word Nest

muttering: to say something in a quiet voice that is difficult to hear; **savagely**: wildly; **rustled**: light dry sound of leaves; **snapped**: said something angrily; **thrust**: forced into; **assuredly**: with guarantee **reckless**: rash

Let's do:

Activity 4

Which are the two animals that supported the wolf family to rear up Mowgli? Choose the correct option:

(a) Sher Khan and Tabaqui (b) Baloo and Bagheera (c) Tabaqui and Akela

Activity 5

Complete the following chart with information from the text:

Cause	Effect
The tiger jumped into the camp fire.	
	Moonlight was blocked at the mouth of the cave.
Mother Wolf would fight to the death.	

Activity 6

Complete the followings sentences:

(a) Father Wolf heard Sher Khan ______________________________

(b) Sher Khan was unable to face the challenge of Mother Wolf because ______________________________

(c) The voice of Bagheera was ______________________________

(d) When the man-cub will grow up ______________________________

Activity 7

Answer the following questions by referring to the text:

(a) What was the 'most wonderful thing in the world'?

(b) Describe the 'brown baby' as he came to the wolves' den.

(c) Where were the parents of the 'man cub'?

(d) Why did Sher Khan come to the den of the wolves?

(e) Who was Akela? Give a description of Akela.

(f) Why do you think Akela wanted the 'man cub' to be in the wolf family?

Activity 8

The following statements summarize the story of Mowgli. But they are not in order. Rearrange the statements. Put the numbers in the given brackets.

(a) Mowgli was included in the wolf family. ( )

(b) Father Wolf was surprised to find a little boy in front of their den. ( )

(c) Bagheera also supported the demand of the Father Wolf. ( )

(d) Sher Khan came to the den to hunt the boy. ( )

(e) Baloo gave his support to the wolf family. ( )

(f) Father Wolf and Mother Wolf refused to part with the boy. ( )

Let's talk :

Suppose you are the writer of the story *'Mowgli Among the Wolves'*.

- Tell your friends what other title you would have given to the story
- Tell the class what should be the ending of the story

Activity 9

Read units I and II and identify the words used in the text whose meanings are given below:

(a) Baby of wolves (b) doorway (c) desire to hurt (d) speaking in a way that is difficult to hear

Let's learn :

Study the following sentence carefully:

- He was **as cunning as a** jackal, **as bold as the** buffalo and **as reckless as** a wounded elephant.
- But he had a voice **as soft as** wild honey dripping from a tree.

In these sentences, the coloured words indicate comparisons. In English, we use adjectives not only for qualifying the noun, but also to compare one noun or pronoun with the other. In the above sentences, the qualities of Bagheera are compared with a jackal, a buffalo, a wounded elephant and honey dripping from a tree.

Let us take some more examples of comparisons:

- as cool as cucumber
- as soft as wool
- as red as rose
- as white as snow
- as hard as stone

- as busy as a bee
- as dry as a bone

These comparisons are known as **Similes.**

Activity 10

Make sentences with the following similes :

as white as snow; as red as rose; as brave as a lion; as big as an elephant; as free as a bird; as easy as A-B-C

Let's learn :

Study the following sentences taken from the text:

- He **has burnt** his feet.
- Baloo **has spoken** on his behalf
- Its parents **have run** off.

In each of the above sentences **have** or **has** is associated with the past participle of the verbs 'burn', 'speak' and 'run'. In English, such structures are called **Present Perfect tense**. In other words, present perfect tense can be formed with the following verb structure:

Have/has + past participle form of the verb.

Present Perfect tense indicates that the action has just been completed, but the effect of the action is still present.

Let us take some more examples:

- I **have** just **completed** my task.
- Meena **has** just **reached** our house.
- Imran **has taken** all his books to the school.
- My dog **has eaten** its food.
- We **have won** the match.

Activity 11

Underline the Present Perfect tense in the following sentences:

(a) They have worked till sunset.
(b) He has gone to sleep.
(c) The actor has received the award.
(d) Sher Khan and Tabaqui have been unsuccessful.
(e) Baloo has supported the wolves.

Activity 12

Make sentences with the following words using the Present Perfect tense of the verb forms:

Finish, hear, lead, take, come, show, shine

Let's learn :

Now look at the verbs in these sentences. Do you find any difference with the Present Perfect forms?

- Tabaqui sat still, rejoicing in the mischief that he **had made**.
- The actor **had been** to Kashmir.
- She **had gone** to work.
- Ramu **had** not **eaten** for many days.
- Sher Khan **had jumped** into camp fire.

In each of these sentences 'had' is used with the past participle form [or third form of the verb] of the following verbs:' be', 'go', 'eat' and 'jump'. The verb structures are in **Past Perfect forms. Past Perfect tense** is used when the action was completed a long time ago but the effect of the action remained for some time in the past.

Let's do :

Activity 13

Make sentences with the Past Perfect tense of the following verbs:

run, begin, call, watch, play, drop, burn

Activity 14

Choose the correct option of the given verb forms :

(a) The jackal found only a bone to eat as the wolves [eats/had eaten/have eaten] everything.

(b) Father Wolf [wake/ have woken/had woken] up at seven in the evening.

(c) Bagheera and Baloo [had supported/support/has supported] the demand of the Wolf family.

(d) I [have finished/finishes/finish] my task well before the scheduled time.

(e) Mary Kom [win/have won/had won] a Bronze medal in the London Olympics.

Activity 15

Fill in the blanks with the correct form of the verbs given in brackets :

Mowgli's parents _______[run] away leaving the little baby. Sher Khan _______[come] to the cave of the wolves in search of Mowgli. The wolves ______[want] to rear up Mowgli. Bagheera and Baloo _______[support] the demand of the wolves. Finally, Akela agreed.

Activity 16

Write a short story [in about seventy words] using the following points. Give a title to the story:

A hare challenges a tortoise to a race—the race starts—hare takes rest on the way—falls asleep—the tortoise reaches the goal first.

Activity 17

Suppose you have visited the zoo with your parents. Write a letter to your friend telling him/her about your experience in the zoo. You can use the following hints:

Wild animals and birds you saw—their habits—your feelings—should they be kept in a zoo or in a reserve forest

Let's work together :

Choose dialogues from the story. Arrange them in order. Work in groups and turn the conversations into a short play. Now act out the short play in your class.

Lesson : 8

The Story of Proserpine

Let's start :

The story of Proserpine and Pluto is a mythological story that dates back to ancient Roman civilization. A similar story can be traced in ancient Greek mythology also. Handed down from generation to generation, myth is an imaginary narrative that tries to explain nature and its mysteries.

Let's share :

(a) Can you name a mythological story that you have read or heard? Ask your friend also to name one such story.

(b) Suppose you have access to a children's library. Which of the following would you like to read first and why?

  (i) a fairy tale

  (ii) a detective story

  (iii) a story by a famous writer

  (iv) a mythological story

  (v) a story based on the life of a great person

Discuss your choice with your friend.

Let's read :

Unit I

Long, long ago, in the beautiful island of **Sicily**, there lived a goddess called Ceres. She was the goddess of crops, plants and trees; so on her depended the health and happiness of all the people of this wide world.

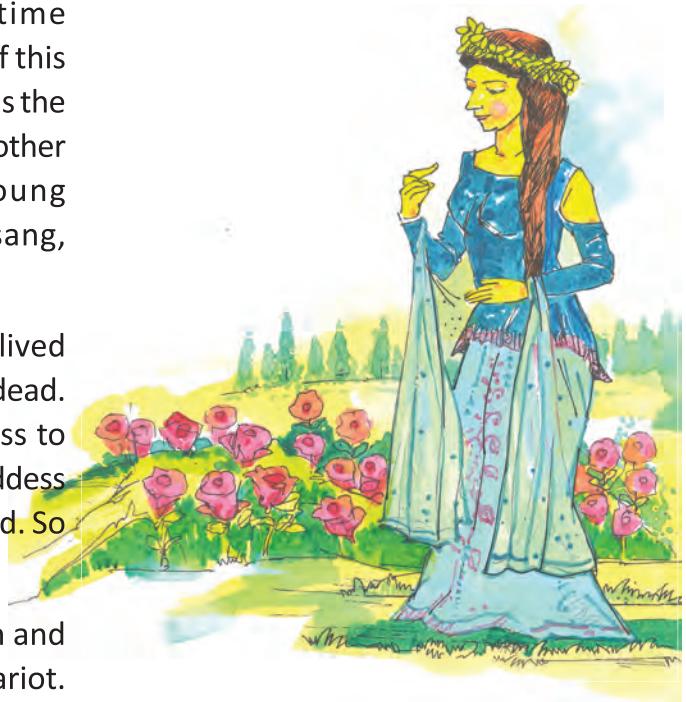
Ceres had a fair daughter, Proserpine, whom she loved more than her life. Proserpine was the brightest and loveliest of all girls. Her cheeks were rosy and beautiful like the apple **blossoms** in spring. Her eyes were as blue as the sky in April. Her long golden curls were as bright as the sunlight in springtime. All the

radiant loveliness of springtime seemed to have taken the form of this fair maiden. Everybody said, "She is the Spring." Proserpine helped her mother in the fields. With her young companions she danced and sang, while gathering flowers.

Far down the earth, there lived dark Pluto, king of the land of the dead. He had often asked some goddess to come and live with him, but no goddess was willing to live among the dead. So Pluto was very lonely.

One day Pluto came to earth and was driving along in his swift chariot. Behind some bushes he heard voices and laughter. He was curious. He stopped his chariot, and walked to the bushes. There he saw Proserpine laughing and playing with her companions who formed a circle round her.

Pluto was charmed at the sight of the lovely maiden. He looked at Proserpine and thought, "I must make her my queen. Her bright face will make even my dark kingdom look bright and beautiful." But he knew that it would be useless to ask the maiden to be his queen. So he stepped into the circle and carried her to his chariot. The companions of Proserpine were frightened and fled in all directions. Pluto **departed** with the **captive** maiden in his chariot. He drove very fast. He was afraid that Proserpine's mother Ceres would soon appear there in search of her daughter.

After some time Pluto came to the bank of a river. The river was full to the **brim** and he could not drive through the water. To go in another direction would mean loss of time. So with his **sceptre** he struck the ground. The ground opened at once, and chariot, horses and all **plunged** into the darkness below. Just as the ground was closing over her, Proserpine **seized** her **girdle** and threw it far out into the river. She thought that the girdle might reach Ceres, and her mother would be able to trace her lost daughter.

Word Nest

Sicily: an island in the Mediterranean Sea, to the south of Italy; **blossoms**: flowers; **radiant**: shining; **departed**: left; **captive**: imprisoned or kept in bondag; **brim** : the top edge of a cup, glass, bowl etc; **sceptre**: an ornamental staff or baton indicating a King's power; **plunged**: jumped into or dived; **seized**: caught hold of; **girdle**: belt or waistband

Let's do :

Activity 1

Fill in the blanks with suitable words from the passage above :

(a) Goddess ____________ lived in the beautiful island of ____________.

(b) _____________ was the king of the land of the ____________.

(c) Everyone said that _____________ was the ________ herself.

(d) Pluto was __________ when he saw ______________.

(e) Pluto struck the ground with his ____________ and it ___________ instantly.

Activity 2

Identify which of the following statements are True and which are False. Give a supporting statement for each of your answers.

(a) Ceres had little role to play in the lives of the people on earth.

(b) Ceres was extremely fond of her fair daughter.

(c) When Pluto first saw Proserpine, she was helping her mother in the field.

(d) Pluto thought Proserpine's beauty would brighten his dark kingdom.

(e) Proserpine threw away her girdle because she did not require it in Pluto's kingdom.

Activity 3

Fill up the following chart with information from the text:

Cause	Effect
1.	Pluto led a lonely life.
2. Pluto heard voices and laughter behind some bushes	
3.	The companions of Proserpine got frightened and ran away.
4.	Pluto drove his chariot very fast.
5. The river was full to the brim.	

Activity 4

Some words or phrases are given below. Find words from the text having meanings similar to these:

(a) a young unmarried girl:
(b) a horse driven carriage or car:
(c) eager to know:
(d) flowers :
(e) grasped or caught tightly:
(f) a waistband:

Activity 5

Fill in the blanks with suitable words from the list below. Change the form of the words where necessary. There are some extra words. (One is done for you):

plunged, departed, trace, lovely, bank, drove, curls

(a) The rose is said to be the loveliest of all flowers.
(b) Kolkata is situated on the ____________ of river Hooghly.
(c) I could not ____________ the advertisement in yesterday's newspaper.
(d) When it rains, ____________ a car is not easy.
(e) Please note the time of his ____________ from office last Saturday.

Let’s continue :

Unit II

In the evening Ceres came back home. She did not find her daughter who usually came running to meet her. This had never happened before. Ceres was greatly surprised and a little worried. She searched for her in all the rooms, but they were all empty. Then she lighted a torch from the fires of a volcano and wandered about the fields and valleys looking for Proserpine. The search went on for the whole night, and in the morning her grief knew no bounds.

That very day Ceres began a long journey . She wandered over land and sea, over hills and valleys for days together. She **neglected** all her work on earth. As a result the crops failed everywhere. The ground became dry and barren. Famine broke out all over the world. It seemed that the earth grieved with the grieving mother.

The people were **starving**. They came to Ceres and **implored** her to bring back plenty, and save their lives. Ceres lifted her sad face, weary with **ceaseless** wandering, and said, “I cannot take care of the earth until I get back my lost daughter.”

So the people thought of praying to Jupiter who was the king of the gods. And to Jupiter they sent their prayer to bring Proserpine back to her mother. They were sadly in need of Ceres’s help.

Ceres wandered all over the earth and came at last to Sicily. One day when she was passing by a river, waves carried something to her feet. She picked up the object and saw that it was the girdle of her daughter.

Ceres looked at it carefully again and again. Tears filled her eyes and streamed

down her pale cheeks. She suddenly seemed to hear a voice coming from a nearby fountain. The voice grew clearer every moment and it said, “Ceres, great mother of the earth, I am the **nymph** of the fountain. I live in the dark depths of the earth. And I have seen your daughter on a throne in the kingdom of Pluto. Her cheeks were pale and her eyes were heavy with weeping. Go to Jupiter and pray to him to send her back to you. Do not grieve any more.”

With these words the nymph seemed to leap towards the sun and the sky.

Ceres now came to see Jupiter and said, “I have found the place where my daughter is. Please give her back to me and I shall once more make the earth as fruitful and green as it was.”

Jupiter was deeply moved by the mother’s sorrow, and also by the prayers of the people on the earth. He thought for a while and said, “Proserpine may return to earth if she has not tasted any food in Pluto’s kingdom.”

Ceres quickly **descended** into the land of the dead. But alas! That very day Proserpine had eaten six **pomegranate** seeds, and for every one of those seeds she was **destined** each year to spend a month in the **realm** of the dead.

So for six month every year Proserpine would come back to her mother. When she did so, flowers bloomed, birds sang and the earth smiled to welcome the young queen. But when the time came for Proserpine to rejoin Pluto in his dark underground kingdom, Ceres would begin to grieve for six months. The earth too, would look sad and **gloomy**. The trees would shed their leaves. The flowers, too, would hide underground, until they heard again the gentle footfall of Proserpine returning to earth.

Word Nest

neglected: omitted; **starving**: being without food for a long time; **implored**: begged; **ceaseless**: unending; **nymph**: mythological goddess of trees, rivers, mountains etc.; **descended**: went down; **pomegranate**: a type of fruit with many seeds; **destined**: fixed beforehand; **realm**: kingdom; **gloomy**: dark

Let's do :

Activity 6

Complete the following sentences with information from the text:

(a) From the fires of a volcano ______________________________.

(b) People thought of praying to Jupiter because ______________________.

(c) The nymph of the fountain lived ____________________________.

(d) Jupiter said that Proserpine might return to earth if _______________.

(e) Ceres would begin to grieve for six months when __________________.

Activity 7

Fill up the following chart with information from the text:

WHO	DID WHAT	WHEN
	searched for Proserpine in all the rooms	
People		they were starving
	found the girdle of her daughter	
	had eaten six pomegranate seeds	
The earth		Proserpine would come back to her mother for six months.

Activity 8

Answer the following questions :

(a) Why did Ceres feel very sad in the morning?

(b) Why was there a severe famine all over the world?

(c) Briefly narrate what the nymph of the fountain told Ceres.

(d) Why was Proserpine bound to live for six months in the underground kingdom?

Activity 9

Rearrange the following sentences and make a paragraph on how Proserpine returned from the underworld to her mother on earth:

(a) Suddenly one day Ceres picked up Proserpine's girdle by the riverside.

(b) Ceres visited Jupiter and sought his help to get back her daughter.

(c) Pluto took away the beautiful maiden Proserpine to his underground kingdom.

(d) Ceres went underground to find that Proserpine had already eaten six pomegranate seeds there.

(e) Ceres, her mother, was much surprised not to find her at home in the evening.

(f) The nymph of the fountain told Ceres about her daughter's whereabouts.

(g) Jupiter said that Proserpine might return to earth if she had not eaten any food in the land of the dead.

(h) The mother searched for her daughter everywhere in vain.

(i) Proserpine was destined to spend six months every year in Pluto's underworld and the remaining six months on earth with her mother.

Activity 10

Match the words in Column A with their meanings in Column B :

A	B
(1) realm	(a) deep sorrow ( )
(2) ceaseless	(b) dull or whitish in colour ( )
(3) pale	(c) dark or depressing ( )
(4) grief	(d) begged ( )
(5) implored	(e) kingdom ( )
(6) gloomy	(f) endless ( )

Activity 11

Make sentences with the following pairs of words to show the difference in their meanings:

a) meet:
meat:

b) wandered:
wondered:

c) whole:
hole:

d) leap:
lip:

e)	cease:	f)	throne:	g)	prey:	h)	tested:
	seize:		thrown:		pray:		tasted:

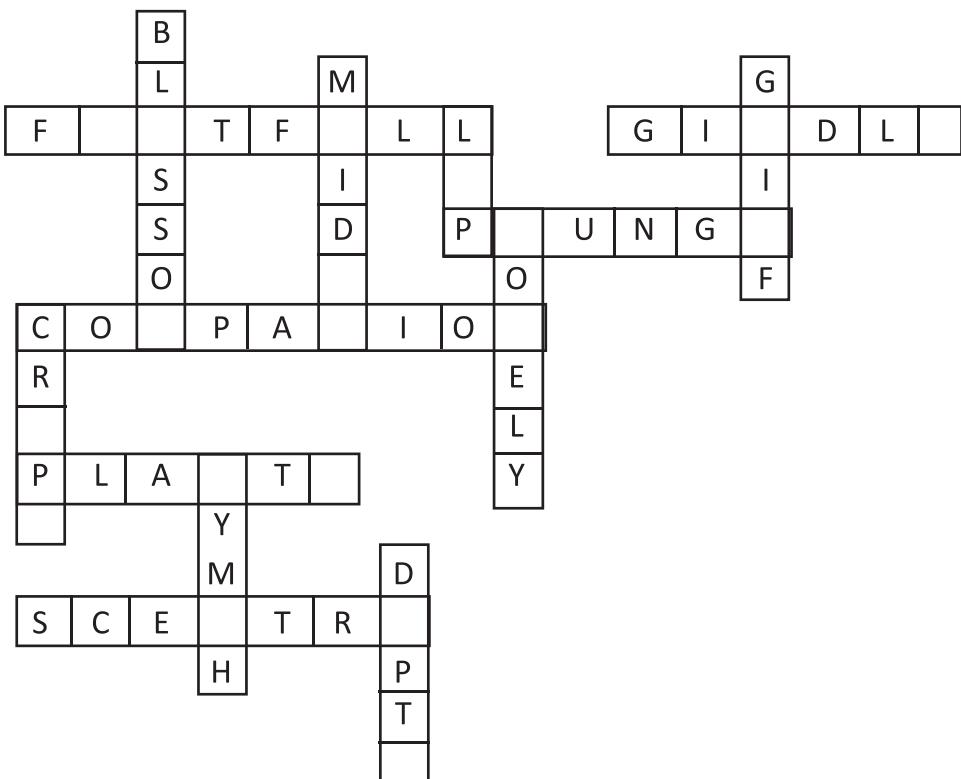
Let's talk :

Imagine yourselves to be the characters of the story. Pair up with your friend and start a conversation on any one of the following topics :

- between the river nymph and Ceres, after she finds Proserpine's girdle
- between Ceres and Jupiter, when Ceres meets the latter for help
- between Ceres and Proserpine, when the girl returns to earth for six months

Let's do :

Activity 12

Solve the word puzzle by putting suitable letters in the blank boxes. You will find the words in the text :

Let's learn :

Study the following sentences from the text:

- I ***must*** make her my queen.
- Her bright face ***will*** make even my dark kingdom look bright and beautiful.
- She thought that the girdle ***might*** reach Ceres.
- Her mother ***would*** be able to trace her lost daughter.
- Proserpine ***may*** return to earth.
- He ***could*** *not* drive through the water.

In the above sentences the words ***must, will, might, would***, ***may*** and ***could not*** are used to indicate emphasis, possibility, ability, permission, request, wish, probability, inability, impossibility, etc. These words are known as **modals**.

It is important to note that several modals can be used to express the same mood or mode. Most of the modals do not express any sure fact. **Modals are followed by the first form of a verb.**

Now study the following table carefully:

Functions	Modals
Expressing ability	can , could
Expressing possibility	can, could, may, might
Expressing duty or emphasis	should ,must
Making a request	would , could , will
Asking for permission	may , shall , can ,could
Giving suggestion	should ,can ,could

Now study the table showing the modals and their *negative forms*:

Modals	Negative forms of Modals
can	cannot / can't
could	could not / couldn't
may	may not
might	might not
will	will not / won't
would	would not / wouldn't
shall	shall not / shan't
should	should not / shouldn't
must	must not

Let's do :

Activity 13 (a)

Fill in the blanks with appropriate modals from the list given below. One modal may be used more than once.

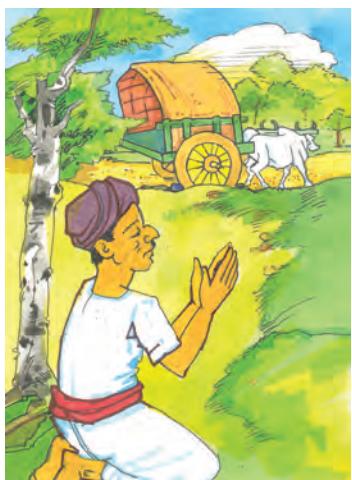
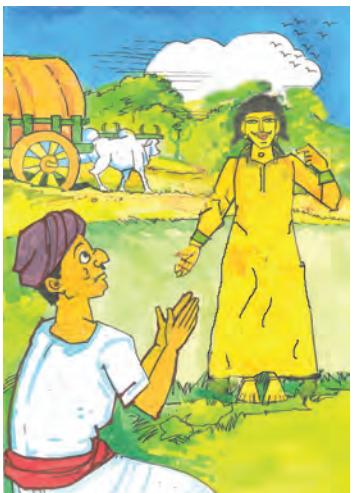
may, would, will, should, must, can, could

(a) I _________ finish my homework before going to school.
(b) He ___________ give you a solution.
(c) Rajesh planned that he __________ make a kitchen garden.
(d) He ______________ help me if he wished.
(e) We ____________ save trees for a better future.
(f) The teachers expect that all the students ______________ pass the examination.
(g) Students ___________ treat their teachers with respect.
(h) It ___________ rain today.

Activity 13 (b)

Fill in the blanks with the negative forms of appropriate modals:

(a) I _________ help you. I am sorry.
(b) Your bed is ready. ____________ you lie down now?
(c) One ____________ go for swimming when the sea is rough.
(d) The student got poor marks because he ___________ solve a few sums.
(e) They ______________ be able to supply the materials on time.

Study the following set of pictures carefully :

Activity 14 (a)

Now match the clues with the pictures. Write the matching picture numbers in the brackets.

- God appeared in the disguise of a wise man and asked the cart-man to put his shoulders to the wheel. ( )
- The cart moved. ( )
- A cart-man driving a cart. ( )
- He started praying to God. ( )
- The wheels sank in mud. ( )
- Cart-man pulled the wheel with great effort. ( )

Activity 14 (b)

Write a story based on the above clues in about seventy words. Add a title to your story.

Activity 15

In each group there are three sentences. One of them has some grammatical errors. Identify that sentence and underline it. One is done for you:

Group A: (i) Ranit has taken my pen.

(ii) <u>This house is our</u>.

(iii) They live happily in their village.

Group B: (i) I always enjoy reading children's books.

(ii) Sunita studies in Nivedita Girl's High School.

(iii) The children is crying.

Group C: (i) The bird on the cage has flew away.

(ii) Take out that book from the shelf.

(iii) The man arrived at the station on time.

Group D: (i) She left the place quietly.

(ii) The cart-man is driving his cart in a slowly manner.

(iii) Alam is known for his gentle manners.

Group E: (i) Would you like to have a cup of coffee?

(ii) If you wanted to perform well, you shall work hard.

(iii) We can reach Delhi by road.

Activity 16

Write a paragraph on a recent *Tree Plantation Drive* undertaken by your school. Your paragraph should be in about seventy words. Give the following details:

- Name and location of your school
- Date, time and place of the Tree Plantation Programme
- Inauguration Ceremony
- The participants
- Guests present, if any
- Cultural programme to mark the day
- Your role

Let's work together :

A. Mother Nature smiles when spring comes. She decorates herself with tender green leaves and colourful flowers. Make a scrapbook entry describing three common flowers that you see blooming in spring. Draw their pictures alongside the descriptions. Work in pairs.

B. We celebrate the season of spring too. There are many festivals during spring. Find out how different sections of the society enjoy the festivals. In your scrapbook write about any two festivals of spring. Draw or paste pictures of such festivals alongside the write-ups. Work in groups.

Lesson : 9

J.C. Bose: A Beautiful Mind

Let's start :

A biography is the life story of someone, usually eminent. The person may be alive or dead. Biographies are always written by somebody other than the person himself. We read biographies of eminent persons so that we may learn about them and try to be like them.

Let's share :

- Can you name any eminent person of your district?
- Who is this person in the picture?
- Do you know anything about him?

Unit I

Let's read :

Historically, in 1895, India was under the British rule. A different history was made that year at the Town Hall in Calcutta. An interesting **demonstration** was performed by Jagadish Chandra Bose, an Assistant Professor of Presidency College. Everyone was **overawed** when the electro-magnetic waves travelled from the Lecture Hall to a third room about 75 metres away. These waves passed through three solid walls. This was a remarkable and path-breaking incident which **paved** the way for future research all over the world.

Born on 30th November 1858 at Bikrampur (now Munshiganj district of Bangladesh), Jagadish Chandra Bose was a man of **diverse** talents: a physicist, biologist, botanist as well as a writer of science-fiction. His father, Bhagwan Chandra Bose, was a leader of the Brahmo Samaj. He worked as a Deputy Magistrate in Faridpur, Burdwan and in other places. Jagadish Chandra's education started in a Vernacular school because his father

believed that one must know one's mother tongue before learning any other language. Besides, one should know one's own people. Speaking at the Bikrampur Conference in 1915, Bose said:

"At that time, sending children to English schools was a privileged status symbol. In the vernacular school, to which I was sent, the son of the Muslim attendant of my father sat on my right side, and the son of a fisherman sat on my left. They were my playmates. I listened **spellbound** to their stories of birds, animals and aquatic creatures. Perhaps these stories created in my mind a keen interest in investigating the workings of Nature. When I returned home from school accompanied by my school fellows, my mother welcomed and fed all of us without **discrimination**. It was because of my childhood friendship with them that I could never feel that there were 'creatures' who might be labelled 'low-caste'. I never realized that there existed a 'problem' common to the two communities, Hindus and Muslims."

In 1869, Bose joined Hare School and six years later he was admitted to St. Xavier's School in Calcutta. He passed the Entrance Examination and joined St. Xavier's College of Calcutta. It was here that he came in contact with Jesuit Father Eugene Lafont who played a significant role in developing his interest in natural science. Later, Bose went to England and secured admission in Christ College, Cambridge, to study Natural Science. In 1884, he received the Natural Science Tripos from the University of Cambridge and a B. Sc. degree from the University of London.

The following year, Bose joined Presidency College as officiating Professor of Physics. But he was not provided facilities of research. He was also offered lower salary than his European colleagues. Bose had a remarkable sense of self-respect and national pride. Therefore, as a sign of protest, he continued his teaching assignment for three years without accepting his salary. Finally, the Director of Public Instruction and the Principal offered him a permanent teaching post.

Word Nest

demonstration: an activity that shows and explains how something works; **overawed**: impressed; **paved**: created a situation in which something can happen; **diverse**: of various kinds; **spellbound**: attention completely held by what the person is listening to and watching; **discrimination**: practice of treating somebody less fairly than others

Let’s do:

Activity 1

Choose the correct answer from the given options:

(a) Jagadish Chandra Bose studied in—(i) Hindu School (ii) Hare School (iii) Ballygunge Government School.

(b) Bose met Father Lafont at—(i) Cambridge (ii) London (iii) St. Xavier’s College

(c) Bose graduated in B.Sc. from –(i) University of Cambridge (ii) University of Oxford (iii) University of London

Activity 2

Fill in the chart with information from the text:

Year	Event
	J.C. Bose was born
1869	
	Joined St.Xavier’s College
1884	
	Joined Presidency College
	Demonstration at Town Hall

Activity 3

Complete the following statements with information from the text:

(a) Bose’s father used to work as ________________________________

(b) ________________________________ was the leader of the Brahmo Samaj

(c) In his school days Bose’s playmates were ________________________________

(d) Bose went to England to ________________________________

Activity 4

Answer the following questions:

(a) Why did Jagadish Chandra Bose receive his early education in a Vernacular school?

(b) What did Bose's mother do when he brought his friends home from school?

(c) Who was Lafont? How did he influence Bose?

(d) Why did Bose refuse to accept his salary?

Let's learn :

❖ Jagadish Chandra Bose was a man of diverse qualities: a **physicist**, **biologist**, **botanist**

In Lesson 7 you have read about 'Single word for group of words'. Each of these words—'physicist', 'biologist', 'botanist'—is a single word for a group of words. Now let us find out their expanded forms:

Physicist: one who studies elements of physics

Biologist: one who studies physical life or living matter

Botanist: one who studies plant life

Activity 5

Match the single words with their expanded forms :

Single word form	Expanded forms
astronomy	a place where books are kept
library	a garden of many fruit trees
garage	a person who handles cash
psychology	study of stars and planets
orchard	study of human mind
cashier	a place to keep cars

Unit II

Let's continue :

Bose had invented several **sensitive** instruments. One of them is the *Crescograph* which is used to measure the growth rate of plants. Through his experiments Bose showed that plants behave in the same manner as human beings, although plants take longer to respond than animals. He proved that plants are sensitive to heat, cold, light, noise and other external stimuli, just like human beings. By injecting poison into a living plant Bose showed that they react in the same manner as we do.

Scientific research on electro-magnetic waves was initiated by J.C. Bose in the late 19th century. It was the Italian scientist Marconi who got the patent for the invention of wireless telegraphy. But we must remember that Bose's public demonstration in Calcutta along the same lines happened much earlier. Instead of looking for commercial benefit for his inventions, Bose made his inventions public in order to allow others to advance further along the lines of his research. However, Bose's place in history has now been re-evaluated.

This great Indian scientist was eventually crowned with glory when he was awarded Knighthood by the British government in 1917. He was also conferred many other awards like 'Fellow of the Royal Society', 'Companion of the Order of the Indian Empire' etc. Needless to say, he is one of the greatest scientists ever born in our country.

Sir J.C. Bose wrote several books and published many research papers in leading science journals. Some of his famous books are *Response in the Living and the*

Non-living (1902)*, The Nervous Mechanism of Plants (1926), Major Mechanism of Plants* (1928) etc. In 1896, Bose wrote *Niruddesher Khoje*, a science fiction. In fact, he was the first writer of science fictions in Bangla.

In November 1917, Bose founded the 'Bose Institute' at his own house in Calcutta. He donated 'Bose Institute' to the nation for research on science. This great Indian scientist breathed his last on 23rd November, 1937.

Word Nest

sensitive: able to measure very small changes; **initiated**: set something in motion; **patency**: official right to be the only person to make use of an invention

Let's do :

Activity 6

Identify which of the following statements are True and which are False. Give a supporting statement for your answer:

(a) Crescograph was invented by Marconi.

(b) Marconi got the patency right for wireless telegraphy.

(c) Bose was awarded Knighthood in 1919.

(d) No other Bengali writer had written science fiction before J.C. Bose.

Activity 7

Complete the following statements:

(a) Crescograph is used to ____________________

(b) Bose proved that plants are ____________________

(c) In 1917 Bose founded ____________________

(d) Bose Institute was founded in ____________________

Activity 8

Answer the following questions:

(a) 'Bose had invented several sensitive instruments'. Name a 'sensitive instrument' invented by J.C. Bose. What is its use?

(b) What did Bose prove by his experiments on plants?

(c) Do you think Bose was uninterested about securing patency right? Why?

(d) What were the various awards and honours conferred on Bose?

(e) Name some of his books and publications.

Let's talk :

Sit in groups. Discuss with your friends about-

- one characteristic feature of J.C. Bose that you liked
- an experience in which you had taken care of plants

Let's learn :

Study the following sentences carefully:

- The great Indian scientist was **eventually** crowned with glory.
- Bose's place in history has **now** been re-evaluated

The coloured words above are all adverbs. Now let's learn about the different functions of adverbs.

In the first two sentences, the word **eventually** and **now** indicate the time when the action is completed. Such adverbs are called **Adverb of Time.**

Let's look at some more examples:

(1) He **never** waited for anyone.

(2) He is **seldom** present.

(3) Javed **often** visits his cousin in Kolkata.

In the above sentences, the coloured words indicate how often the action is performed. Such adverbs are called **Adverbs of Frequency**.

Let's look at the following sentences:

(1) He was **closely** bound up.

(2) She sings **well**.

(3) The soldier fought **bravely**.

In the above sentences, the coloured words indicate how or in what manner the action is performed. Such adverbs are called **Adverbs of Manner**.

Let's look at the following sentences:

(1) He went **everywhere**.

(2) Move **backward**.

In the above sentences, the coloured words indicate where the action takes place. Such adverbs are called **Adverbs of Place**.

Now read these sentences:

(1) He is **therefore** unhappy.

(2) He is **hence** unable to come.

In the above sentences, the words 'therefore' and 'hence' indicate why the action is performed. Such adverbs are called **Adverbs of Cause and Effect**.

Now, let's look at the sentences below:

(1) **When** did you come home?

(2) **Where** is your bag?

(3) **How** did you return home yesterday?

In the above sentences, the words 'when', 'where' and 'how' are used to ask questions. Such adverbs are called **Interrogative Adverbs**.

Let's do :

Activity 9

Read the following passage and underline the adverbs. An example is given:

Shanti is a young girl. She lives in a remote village with her family. Her school is five miles away from **there**. But Shanti attends her school daily. She stood third in her class in the previous examination. She believes that she can do better. She is now concentrating on her studies more seriously. Shanti never behaves rudely with her classmates. So they like her. She follows her teachers attentively in the class. Therefore the teachers really like her. They often enquire whether she is facing any problem. Why do many teachers think that Shanti is the best girl in the class? It is because Shanti has faced the challenges of life bravely.

Activity 10

Now put the underlined adverbs from the above passage in the chart according to their functions. One is done for you:

Adverb	Function
There	indicates the place where the action happens
	indicates how often something happens
	indicates why the action is performed
	indicates how or in what manner the action is performed
	used to ask a question

Let's learn :

Study the following sentences:

- ❖ No other Indian poet is as **good** as Tagore. (Positive degree)
- ❖ Tagore is **better** than any other Indian poet. (Comparative degree)
- ❖ Tagore is the **best** Indian poet. (Superlative degree)

In these three sentences, the degree of adjectives is changed but the meaning has remained unchanged. Again,

- ❖ Very few scientists born in our country is as **great** as Bose. (Positive degree)
- ❖ Bose is **greater** than most other scientists born in our country. (Comparative degree)
- ❖ Bose is one of the **greatest** scientists ever born in our country. (Superlative degree)

Here also, the degree of adjective changes from one sentence to another, but the meaning of all the three sentences remain the same.

Let's do :

Activity 11

Transform the degree of adjectives of the following sentences as directed:

(a) Plants are as sensitive as animals.(change into comparative degree)

(b) Simla is cooler than Kolkata. (change into positive degree)

(c) Umesh Yadav is the fastest bowler in the Indian cricket team.(change into comparative degree)

(d) Ishant Sharma is taller than any other Indian cricketer. (change into superlative degree)

(e) Mt. Everest is the highest mountain in the world. (change into positive degree)

Activity 12

In this lesson you have read the biography of a great Indian scientist. Now write a biography (in about seventy words) of Prafulla Chandra Roy, who was another great Indian scientist. You can use the following hints:

Birth: 1861,Khulna, now in Bangladesh—education: village pathsala, Hare School, Albert School, passed Entrance examination (1879),F.A. from Metropolitan College (1882)—won Gilchrist scholarship(1882)—went to London—B.Sc. from Edinburgh University(1882-84), D.Sc., Edinburgh University—Professor of Presidency College (1889)—first to prepare Mercurous Nitrite in laboratory (1896)—established Bengal Chemicals (1901)—joined Science College as Palit Professor—death:1944

Activity 13

You have come to know that the local postman has delivered your letter to your neighbour's house by mistake. Write a letter to the post office with a request to return the letter to you.

Let's work together:

Poster Making

Take a sheet of chart paper. Collect a postcard-size picture of any famous Indian scientist. Paste the picture on the sheet of paper. Write in brief (as shown in hints of Activity 12) about him/her.
Paste a thin strip of wood on either edge of the poster. Display the poster in the classroom.

Lesson : 10

The Echoing Green

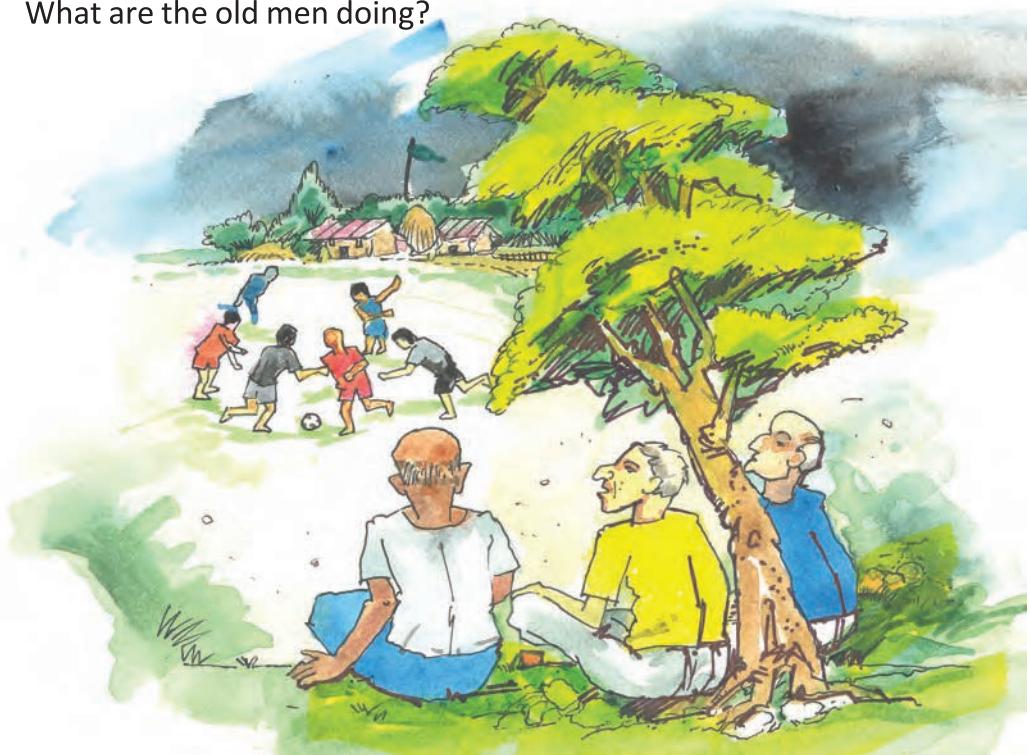
William Blake

Let's start :

William Blake(1757-1827) was one of the greatest poets of the Romantic age . Blake's poetry was published in a manner most unusual in literary and art history. He set up a print shop and engraved and published his own poems . Some of his well-known works are *Songs of Innocence, Songs of Experience* and *The Marriage of Heaven and Hell .*

Let's share :

Look at the picture.

- What do you see in the picture?
- What are the children doing?
- What are the old men doing?

Let's read :

The sun does arise,
And make happy the skies.
The merry bells ring
To welcome the spring.
The skylark and thrush,
The birds of the bush,
Sing louder around,
To the bells' **cheerful** sound,
While our sports shall be seen
On the echoing green.

Old John with white hair
Does laugh away care,
Sitting under the oak,
Among the old **folk**.
They laugh at our play,
And soon they all say:
'Such, such were the joys
When we all, girls and boys,
In our youth-time were seen
On the echoing green.'

Till the little ones **weary**
No more can be merry;
The sun does **descend**,
And our sports have an end.
Round the laps of their mother
Many sisters and brothers,
Like birds in their nest,
Are ready for rest;
And sport no more seen
On the darkening green.

Word Nest

cheerful : pleasant; **folk** : people; **weary** : very tired; **descend** : go down

Lets' do :

Activity 1

Put a tick mark to choose the correct word/expression from the given alternatives:

(a) The sun makes the sky

(i) sad

(ii) happy

(iii) excited

(b) The merry bells welcome the

(i) spring

(ii) autumn

(iii) winter

(c) Old John has

(i) black hair

(ii) brown hair

(iii) white hair

(d) The old men are sitting under

(i) a tree

(ii) an umbrella

(iii) a canopy

(e) In the evening the children come to the laps of their

(iv) mother

(v) father

(vi) aunt

Activity 2

Complete the following sentences with information from the poem :

(a) The birds of the bush sing to the ______________________________.

(b) Old John sits among ______________________________.

(c) The sport of the children reminds the old men of their ________________.

(d) The children are tired when ____________________________.

(e) In the evening the sports of the children ___________________________.

Activity 3

Answer the following questions :

(a) Which are the two birds mentioned in the poem ?

(b) Who is sitting under the oak ?

(c) Pick out an expression from the poem to show that the old men are happy to see the children playing .

(d) What do the children do when evening descends?

Activity 4

Use *can, could, should, would* and *might* to fill in the blanks :

(a) .... I use your phone ?

(b) She .... be in her bedroom.

(c) The programme .... be finished by now.

(d) She .... spend hours in the library.

(e) He .... run fast.

Activity 5

There are certain qualities you want your best friend to have. Among these, there would be some qualities he/she **must** have and some would be qualities he/she **may** have. Make a **list** of qualities which **he/she must have** and which **he/she may have** .

must	may
(1) He **must** be an honest person.	(1) He **may** be a great sports lover.

Activity 6

There are some habits which people can stop if they wish. Mention four such habits in the given space. Use the word '**can**' while writing each sentence. One is done for you.

(1) People **can stop smoking** if they make a firm decision to do so.

(2) ....

(3) ....

(4) ....

Activity 7 (a)

Fill in the blanks with the words given below :

therefore, here, carefully, fluently, tomorrow

1. He crossed the road ....
2. My uncle will arrive ....
3. Wait .... for sometimes.
4. She speaks ....
5. He is .... unhappy.

Activity 7(b)

Some more words are given below. Fill in the blanks choosing appropriate words from these. Note that some extra words are given.

completely, happily, quite, closely, partly, rather, deeply

(1) Her words are .... true.

(2) The man is .... ruined.

(3) The old man walks .... slowly.

(4) He was .... moved by the incident.

(5) The girl is .... lovable.

Activity 8

There are two blanks in each sentence. There are some words given in the list of words. Use the same word to fill both blanks of a sentence.

friendly, early, fast

(a) Though he is an .... riser, he never starts .... for the station.

(b) He likes .... cars, but he never drives......................... .

(c) Though he has a .... smile, he doesn't always behave in a .... manner.

Activity 9

Fill in the blanks with words from the given list of words:

loud, cheerful, joy, weary, lap

(a) She made the announcement in a very......................... manner

(b) The champion team was overwhelmed with.............................

(c) A mother's .... is the best shelter in the world .

(d) He spoke in a .... voice so that everyone could hear him .

(e) The man looked .... at the end of the day .

Let's talk :

What is your favourite sport ? Discuss with your friends . Tell the class why you are so fond of this particular sport.

Let's do :

Activity 10

Write a short rhyme expressing your love for nature. Work in pairs.

Let's work together :

Stick pictures of various trees in your scrap book. Under each picture write the name of the tree.

Lesson : 11

The Axe

R.K. Narayan

Resipuram Krishnaswami Narayan (1906-2001) was one of the foremost Indian writers in English . He wrote many short stories and novels. Some of his well-known books are *The Man-Eater of Malgudi* , *The Guide* , *The Sweet Vendor* and *The English Teacher* . He was awarded Padma Bhusan in 1964. The present text is an edited version of his short story 'The Axe'.

Let's share :

- What do you see in the picture?
- Have you ever planted a tree?

UNIT I

Let's read :

Velan was perfectly **contented** and happy. He demanded nothing more of life.

As far as he could see, the people in the big house too seemed to be equally at peace with life. One saw no reason why these good things should not go on and on for ever. But Death **peeped** around the corner. One midnight he was awakened and told that the master was dead. "What is to happen to the garden and to me? The sons are no good ," he thought at once.

And his fears proved to be not entirely **groundless**. The sons were no good, really. They stayed for a year more, quarrelled among themselves and went away to live in another house. A year later some other family came in as tenants. The moment they saw Velan they said," Old gardener? Don't be up to any tricks. We know the sort you are. We will **sack** you if you don't behave yourself." Velan found life intolerable. These people had no regard for a garden.

Fortune, however, soon favoured him. The tenants left. The house was locked up for a few years. Occasionally one of the sons of the late owner came round and inspected the garden. Gradually even this ceased. They left the keys of the house with Velan . Occasionally a prospective **tenant** came down, had the house opened and went away after remarking that it was in ruins. A year later another tenant came, and then another, and then a third. No one remained for more than a few months. And then the house **acquired** the reputation of being **haunted**.

Even the owners dropped the practice of coming and seeing the house. Velan was very nearly the master of the house now. The keys were with him. He was also growing old.

When the mood seized him (about once a year) he opened the house and had the floor swept and **scrubbed**. But gradually he gave up this practice. He was too old to bother about these things.

Years and years passed without any change. It came to be known as the "Ghost House," and people avoided it. Velan found nothing to **grumble** about in this state of affairs. It suited him excellently.

Word Nest

contented : satisfied; **peeped** : looked through a narrow aperture; **groundless** : baseless; **sack**: to remove from the present position or office; **tenant** : a person who rents property from a landlord; **acquired** : gained; **haunted**: believed to be visited by ghosts; **scrubbed** : cleaned by hard rubbing; **grumble** : complain

Let's do :

Activity 1

Identify which of the following statements are True and which are False. Give a supporting statement for each of your answers:

(1) Velan was very happy in the big house.

(2) The other people of the big house were not so happy.

(3) No tenant remained in the house for more than a few months.

(4) People started avoiding the house.

Activity 2

Complete the following sentences with information from the text :

(a) One midnight he was told ....

(b) The sons of the late owner left the keys of the house......................................

(c) The house acquired ....

(d) Even the owners dropped ....

Activity 3

Answer the following questions:

(a) Who was Velan ?

(b) Did the tenants have any regard for the garden ?

(c) Did the owners of the house visit the house frequently ?

(d) How did the house acquire the reputation of a 'Ghost House' ?

Let's talk :

Have you ever seen a beautiful garden ? Where have you seen it? Tell the class why you liked the garden so much.

Unit II

Let's continue :

But one day a car sounded its horn angrily at the gate . Velan **hobbled** up with the keys.

"Have you the keys? Open the gate," commanded someone in the car.

"There is a small side-gate," said Velan **meekly**.

"Open the big gate for the car!"

Velan had to **fetch** a spade and clear the vegetation which blocked the entrance. The gates opened on rusty hinges, **creaking** and groaning.

They went round the garden and said,"We have to clear every bit of this jungle. All this will have to go....." Some mighty person looked Velan up and down and said, "You are the gardener, I suppose? We have not much use for a garden now. All the trees, except half a dozen on the very boundary of the property, will have to go.

A week later one of the sons of his old master came and told Velan, "You will have to go back to your village, old fellow. The house is sold to a company. They are not going to have a garden. They are going to build small houses by the **score** without leaving space even for a blade of grass."

There was much **bustle** and activity, much coming and going , and Velan retired to his old hut. When he felt tired he lay down and slept; at other times he went round the garden and stood gazing at his plants. He was given a fortnight's notice .Every moment of it seemed to him precious. He would have stayed till the last second with his plants. The sound of an axe which stirred him out of his afternoon **nap**. It was just two days after he was given notice. The dull noise of a blade meeting a tough surface reached his ears. He got up and rushed out. He saw

four men **hacking** the **massive** trunk of the old margosa tree. He let out a scream: "Stop that!" He took his staff and rushed at those who were hacking . They easily avoided the blow he aimed. "What is the matter?" they asked.

Velan wept. "This is my child. I planted it. I saw it grow. I loved it. Don't cut it down.. ."

"But it is the company's orders. What can we do? We shall be dismissed if we don't obey, and someone else will do it."

Velan stood thinking for a while and said, "Will you at least do me this good turn? Give me a little time. I will bundle up my clothes and go away. After I am gone do what you like". They laid down their axes and waited.

Presently Velan came out of his hut with a bundle on his head. He looked at the tree-cutters and said, "You are very kind to an old man. You are very kind to wait." He looked at the margosa and wiped his eyes. "Brother, don't start cutting till I am really gone far, far away."

The tree-cutters **squatted** on the ground and watched the old man go. Nearly half an hour later his voice came from a distance, half-indistinctly: "Don't cut yet. I am still within hearing. Please wait till I am gone farther."

Word Nest

hobbled : walked lamely; **meekly**: quietly, without expressing one's own opinion; **fetch** : bring; **creaking** : harsh and grating sound; **Score** : twenty; **bustle**: busy movement; **nap** : short sleep; **hacking** : cutting roughly; **massive** : large and heavy; **squatted** : sat

Let's do :

Activity 4

Fill in the chart below with information from the text :

Cause	Effect
(i)	(i) Velan hobbled up with the keys.
(ii) Velan cleared the vegetation which blocked the entrance.	(ii)
(iii)	(iii) Velan was ordered to go back to his village.
(iv)	iv) The tree – cutters laid down their axes.

Activity 5

Complete the following sentences with information from the text :

1. Someone from the car ordered Velan to ....
....
2. One of the sons of the old masters told Velan that ....
....
3. Velan retired to ....
4. Velan rushed out and saw ....

Activity 6

Answer the following questions:

1. Who bought the house?
2. Did they need a garden?
3. What was the order of the company?
4. What was Velan's request to the tree-cutters ?

Let's learn :

Sujoy runs faster than Rana. (Comparative adverb)

Sujoy runs the fastest in class.   (Superlative adverb)
Leena dances more gracefully than me.   (Comparative adverb)
Leena dances the most gracefully among us. (Superlative adverb)

Thus we see that when we compare the actions of two people, we use comparative adverbs and when we compare the actions of more than two people, we use superlative adverbs.

Let's follow the chart to see how comparative form and superlative form of the adverbs are formed :

adverbs	**one-syllable adverbs**	**more than one syllable adverbs**
Comparative form	adverb + 'er' ending soon – sooner late-later	more + adverb beautifully-more beautifully slowly-more slowly
Superlative form	adverb + 'est' ending soon-soonest late-latest	most+adverb beautifully-most beautifully slowly-most slowly

- The comparative and superlative forms of the adverb **early** are **earlier** and **earliest**, respectively.

Some adverbs have irregular comparative and superlative forms.

Positive Adverbs	badly	less	much	well
Comparative Adverbs	worse	lesser	more	better
Superlative Adverbs	worst	least	most	best

Example: Runa sang **well** in the function.
Mehuli sang **better** than her in the function.
Sukanya sang the **best** among them.

Let's do :

Activity 7

Choose the correct alternative from the bracket and fill in the blanks:

(a) Binota studied .... (harder / more harder) than me .

(b) Rupa sang ....(most sweetly / more sweetly) than her sister.

(c) Mita did (worse/ more badly) than Ruby in the music competition.

(d) Among the gymnasts in the championship ,Mihir scored the (less / least).

Activity 8

Choose the correct adverb from the box and fill in the blanks. One is done for you.

more gracefully , radiantly ,least nervous, earliest, more composed

There was no one in the hall when Sumana arrived . She was the _earliest_ there. Soon, other dancers came . Sumana looked the ______________ among the competitors . Her steps were ______________ than the other girls on the stage . Her face glowed ______________ as she performed ____________ than the other dancers on the stage .

Activity 9

Fill in the blanks with the correct form of the verb:

(a) The news .... (is / are) shocking.

(b) The children .... (plays /play) cricket in the park.

(c) Both Laboni and Soma....................(love/loves) outdoor games.

(d) The hotel manager and his staff .... (make / makes) the guests feel comfortable.

(e) Many women today .... (works / work) outside the home.

Activity 10

Fill in the blanks with the words given below :

retired ,blocked ,excellent ,orders, tenant

(a) We have a new .... in our house.
(b) The singer has an .... voice.
(c) The road was .... due to an accident.
(d) The job was done according to the .... of the manager.
(e) My father .... from his job last year.

Activity 11

Write the appropriate Plural Nouns of the following. One is done for you:

a. more than one woman : Women
b. more than one man :
c. more than one person :
d. more than one goose :
e. more than one mouse :
f. more than one barrack :
g. more than one deer :
h. more than one syllabus :
i. more than one focus :

Let's write :

Activity 12 (a)

Write a letter to your friend inviting him / her to the marriage ceremony of your uncle .

Activity 12 (b)

Imagine yourself to be the friend whom the letter was sent to. Now write a reply to the letter accepting the invitation.

Activity 13

Write a story with the help of the following points:

Frogs lived in a pond — boys hit stones and hurt the frogs — a frog asked, "Why are you throwing stones ?" — boys replied, "We are playing" — frogs said , "It is death to us" — boys felt sorry — stopped sport

Let's work together :

Making a garden with paper and cardboard

Things needed : paper, cardboard, scissors, glue, watercolour/colour pencils.

- Take a sheet of chart paper and a large square of cardboard.
- Use your scissors to cut out shapes of trees, flowers, birds and butterflies from the cardboard.
- Colour them.
- Stick them with glue on the sheet of chart paper to form a pleasing composition.
- Use your watercolours/colour pencils to colour around the cut-out cardboard shapes so that the entire sheet looks bright and colourful.
- Your garden is now ready. Show it to the class.
- Write on a piece of paper how your garden is different from the other groups.

Lesson : 12

My Diary

Anne Frank

Let's start :

The following excerpts have been taken from the book titled *Anne Frank: the diary of a Young Girl* by Anne Frank. Anne Frank was born on June 12, 1929 in Frankfurt, Germany. In her diary, Anne Frank records her experiences during 1942 when she and her family fled their home in Amsterdam and went hiding for the next two years in the "Secret Annexe" of an old office building. The extract deals with the experiences just before she and her family went into hiding.

Let's share :

- Where do you write down your experiences or the private thoughts that you have each day?
- Can you name some famous persons who wrote diaries?
- Have you ever heard of Anne Frank?

Let's read :

Unit I

Sunday, 14 June, 1942

On Friday, June 12th, I woke up at six o'clock and no wonder, it was my birthday. But of course I was not allowed to get up at that hour, so I had to control my **curiosity** until a quarter to seven. Then I could bear it no longer, and went to the dining room, where I received a warm welcome from Moortje (the cat).

Soon after seven I went to Mummy and Daddy and then to the sitting room to **undo** my presents. The first to greet me was you, possibly the nicest of all. Then on the table there were a bunch of roses, a plant and some **peonies**, and more arrived during the day.

I got masses of things from Mommy and Daddy, and was thoroughly spoiled by various friends. Among other things I was given **Camera Obscura**, a party game, lots of sweets, chocolates, a puzzle, a **brooch**, Tales and Legends of the Netherlands by Joseph Cohen, Daisy's Mountain Holiday (a terrific book), and some money. Now I can buy The Myths of Greece and Rome – grand!

Then Lies called for me and we went to school. During **recess** I treated everyone to sweet biscuits, and then we had to go back to our lessons.

Now I must stop. Bye-bye, we're going to be great **pals**!

Word Nest

curiosity: the wish to know or learn about something; **undo**: open; **peonies**: a garden plant with large red, pink or white flowers; **camera obscura**: a type of pinhole camera; **brooch**: a piece of jewellery for women which is fastened onto clothes with a pin; **recess**: a period of free time between classes at school; **pals**: friends

Let's do:

Activity 1

Choose the correct answer from the given alternatives:

(a) Anne Frank's birthday was on

- (i) 14th June
- (ii) 12th June
- (iii) 20th June

(b) Moortje is Anne's

- (i) pet dog
- (ii) pet bird
- (iii) pet cat

(c) During recess in the school Anne treated everyone with
   (i) sweet biscuits
   (ii) chocolates
   (iii) sweets

Activity 2

Answer the following questions:

(a) What did Anne do when she could no longer control her curiosity?

(b) Which present did Anne see first? Why does she refer to it as 'you'?

(c) Who is the author of the book "Tales and Legends of Netherlands"?

(d) What did Anne want to do with the money that she got as birthday gift?

Activity 3

Arrange the following sentences in the proper sequence:

(a) Anne went to the dining room.

(b) Anne went to school with her friends.

(c) Anne went to the sitting room.

(d) Anne woke up.

(e) Anne went to her mummy and daddy.

Let's continue:

Unit II

Monday, 15 June, 1942

I had my birthday party on Sunday afternoon. We showed a film The Lighthouse Keeper, which my school friends thoroughly enjoyed. We had a lovely time. There were lots of girls and boys. For years Lies Goosens and Sanne Houtman have been my best friends. Since then I've got to know Jopie de Waal at the Jewish Secondary School. We are together a lot and she is now my best friend. Lies is more friendly with another girl, and Sanne goes to a different school, where she has made new friends.

Let's do:

Activity 4

Answer the following questions:

(a) When did Anne have her birthday party?

(b) What is "The Light House Keeper"?

(c) Who had been Anne's best friend for years?

(d) Where did Anne meet her present best friend?

Let's continue:

Unit III

Saturday, 20th June, 1942

I haven't written for a few days because I wanted first of all to think about my diary. It's an **odd** idea for someone like me to keep a diary; not only because I have never done so before, but because it seems to me that neither I – nor for that matter anyone else – will be interested in the **unbosomings** of a thirteen-year-old school girl. Still, what does that matter? I want to write, but more than that, I want to bring out all kinds of things that lie buried deep in my heart.

There is a saying that "paper is more patient than man" ; it came back to me on one of my slightly **melancholy** days, while I sat chin in hand, feeling too bored and **limp** even to make up my mind whether to go out or stay at home. Yes, there is no doubt that paper is patient and I don't intend to show this cardboard-covered notebook, bearing the proud name of "diary" to anyone. Unless I find a real friend, boy or girl, probably nobody cares. And now I come to the root of the matter, the reason for my starting a diary. It is that I have no such real friend.

Let me put it clearly, since no one would believe that a girl of thirteen feels herself quite alone in the world, nor is it so. I have darling parents and a sister of sixteen. I know about thirty people whom one might call friends. I have relations– aunts and uncles, who are darlings too, a good home, no – I don't seem to lack

anything. But it's the same with all my friends, just fun and joking, nothing more. I can never bring myself to talk of anything outside the common round. We don't seem to be able to get any closer, that is the root of the trouble. Perhaps I lack confidence, but anyway, there it is, a **stubborn** fact and I don't seem to be able to do anything about it.

Hence, this diary. In order to **enhance** in my mind's eye the picture of the friend for whom I have waited so long, I don't want to set down a series of **bald** facts in a diary like most people do, but I want this diary itself to be my friend, and I shall call my friend Kitty. No one will grasp what I'm talking about if I begin my letters to Kitty just out of the blue, so, **albeit** unwillingly, I will sit by sketching in brief the story of my life.

My father was thirty-six when he married my mother, who was then twenty-five. My sister was born in 1926 in Frankfort-on-Main, I followed on June 12, 1929, and we **emigrated** to Holland in 1933, where my father was appointed Managing Director of Travies N.V.

The rest of our family, however, felt the full impact of Hitler's anti-Jewish laws, so life was filled with anxiety. In 1938 my two uncles (my mother's brothers) escaped to the U.S.A. My old grandmother came to us, she was then seventy-three. Granny died in January 1942, no one will ever know how much she is present in my thoughts and how much I love her still.

In 1934 I went to school at the Montessori Kindergarten and continued there.

It was at the end of the school year, I was in form 6B, when I had to say good-bye to Mrs. K. We both wept, it was very sad. In 1941 I went, with my sister Margot, to the Jewish Secondary School, she in to the fourth form and I into the first.

So far everything is all right with the four of us and here I come to the present day.

Word Nest:

odd: strange or unusual; **unbosoming**: to reveal one's thoughts or feelings; **melancholy**: sadness; **limp**: soft and weak; **stubborn**: adamant; **enhance** : improve the quality of something; **bald**: plain and clear; **albeit**: although; **emigrated**: to leave a country permanently and to settle in another country;

Let's do:

Activity 5

Choose the correct answer from the given alternatives:

(a) Anne has a sister who is
  (i) thirteen years old
  (ii) sixteen years old
  (iii) fourteen years old

(b) Kitty is Anne's
  (i) friend
  (ii) sister
  (iii) diary

(c) The above text is a
  (i) biography
  (ii) diary
  (iii) short story

(d) Anne had to say goodbye to
  (i) Mrs. K
  (ii) Margot
  (iii) her parents

Activity 6

Fill in the following chart with information from the text:

Year	What happened
1926	
	The author was born
1933	
1938	
	The author's grandmother died

Activity 7

Answer the following questions:

(a) What is the saying that came back to Anne on one of her melancholy days?

(b) Why does Anne consider her diary to be a dear friend?

(c) Where was Anne's father appointed when they emigrated to Holland?

(d) Why was Anne's life filled with anxiety?

Activity 8

Identify which of the following statements are True and which are False. Give a supporting statement for each of your answers:

(a) Anne thought that no one will be interested in the unbosomings of a thirteen-year-old school girl.

(b) In her diary Anne wanted to bring out all kinds of things that lay buried deep in her heart.

(c) Anne seemed to lack everything.

(d) Anne was born in Holland.

(e) Anne was admitted in the fourth form in the Jewish Secondary School.

Let's talk:

❖ In her diary Anne Frank speaks about herself, her parents, her sister, her friends and even about her pet cat. Now take a minute to think about yourself, your family and friends and share your thoughts with your class.

❖ This text has been titled 'My Diary'. Can you think of an alternative title for the text? Form groups of four and discuss.

Let's do:

Activity 9(a)

Find the antonyms of the following words from the text. You will find the words in the paragraphs mentioned in the brackets:

(a) familiar: [Para-1]
(b) imaginary: [Para-2]
(c) inside: [Para-3]
(d) hate: [Para-6]
(e) happy: [Para-7]
(f) past: [Para-8]

Activity 9(b)

Make sentences with the words that you have found in Activity 9(a).

Activity 10

Fill in the gaps with the words given below:

series, stubborn, control, recess, terrific

(a) We should try to ________________ our anger.
(b) Maradona was a _________________ footballer.
(c) Rahul is a __________________ boy.
(d) We took our lunch during the _______________.
(e) He drew a ________________ of pictures.

Let's learn:

Look at the following sentences from the text:

- Soon after seven I went to Mummy and Daddy and then to the sitting room to **undo** my presents.
- It's an odd idea for someone like me to keep a diary; not only because I have never done so before, but because it seems to me that neither I – nor for that matter anyone else – will be interested in the **unbosomings** of a thirteen-year-old school girl.

Now look at the red-coloured words in the sentences. In the first sentence, the word **undo** means to uncover or to open. And in the second sentence, the word **unbosoming** means to reveal the thoughts or feelings in one's bosom or heart.

In the word "undo" and "unbosoming", "**–un**" is a **prefix** used in English to form **verbs** expressing a reversal of some action or state, or removal, deprivation, release, etc. (unbend; uncork; unfasten, etc)

Again, "**–un**" is a **prefix** meaning "not," freely used as an English formative, adding a negative or opposite sense in **adjectives** and their derivative **adverbs** and **nouns** (unfair; unfairly; unfairness; unfelt; unseen; unfitting; unformed; unheard-of etc), and less freely used in certain other nouns (unrest; unemployment).

Let's do:

Activity 11

Make as many words as you can with the prefix "-un". Make sentences of your own with those words.

Activity 12 (a)

Put an apostrophe ['] in appropriate places to make possessives:

(a) Ravis father is a doctor.
(b) Nila wants Riyas pen.
(c) Tendulkar is Indias pride.
(d) Sunils and Rahims bicycles are new.
(e) Rajus brother lives in the boys hostel.

Activity 12 (b)

Put an apostrophe [’] in appropriate places to make contracted verb forms:

(a) **I am** writing a letter now.

(b) **You are** a good boy.

(c) **She is** drawing a picture.

(d) **He would have** done it.

(e) **They have** gone to school.

Activity 13 (a)

Fill in the blanks with appropriate possessive pronouns given below:

ours, mine, theirs, yours, hers

(a) This picture is ___________ .

(b) I found Seema’s book but I couldn’t find ____________ .

(c) All the essays were good but ____________ was the best.

(d) Your photos are good. _____________ are terrible.

(e) Rita and Mohan don’t like your drawing. Do you like __________?

Activity 13 (b)

Fill in the blanks with appropriate possessive adjectives given below:

their, your, my, our, its

(a) This is ____book.

(b) I like _______ new pen.

(c) The dog is licking _____ paw.

(d) We have sold ______ house.

(e) The students thanked _______ teacher.

Activity 14

Underline the participle adjectives in the following sentences. Be careful, all the sentences do not have participle adjectives.

(a) A barking dog seldom bites.

(b) The dog was barking loudly.

(c) Mathematics is an interesting subject.

(d) It was an amusing story.

(e) The teacher was instructing his students.

Activity 15

Punctuate the following passage:

anil went to rahuls house yesterday morning he asked rahul are you going to school today rahul said no I am going to darjeeling its such a beautiful place anil said but rahul the tests are starting from next week rahul answered don't worry I have prepared well for them anil came back home a little sad but he was happy for rahul

Activity 16

Fill in the blanks with the appropriate forms of the verbs given in brackets:

a. I _________ (see) you tomorrow.

b. The students _________________ (write) a summary.

c. Ali ______________________ (read) this book since morning.

d. I _________________ (finish) my work when Mukta came to see me.

e. When I visited her, she _______________________ (sing).

f. He told me that his mother ___________________ (be) ill for six days.

g. He ________________ (come) here tomorrow.

h. I _________________ (live) in Kolkata for five years.

i. The train ________________ (leave) before they reached the station.

j. The cold wind _______________ (blow) hard.

Activity 17

A biography is a detailed account of someone's life written by some other person. Now write a short biography of Raja Rammohan Roy using the following information:

Name: Raja Rammohan Roy

Date of birth: 22nd May, 1772

Father and Mother: Ramakanta Roy and Tarini Devi

Education: Learnt Arabic, Persian, Sanskrit

Scholar in English, Latin, Greek, French, Tibetan

Countries visited: Tibet, England

Achievements: Champion of the Brahmo Samaj, abolished the cruel custom of Sati, wrote books on various subjects

Death: 27th September 1833, buried in Bristol, England

Activity 18

Write a summary of the following prose passage:

The story of "Androcles and the Lion" is very famous. Androcles had hid himself in a cage when he saw a lion coming towards him. He feared that the lion would eat him. But the lion was limping and it appeared to be in great pain. Androcles approached the lion with courage, took up the lion's paw and took out the large splinter of wood which had caused the flesh to rot. The lion was soon relieved of pain and it was very grateful to Androcles. Afterwards, when Androcles was taken prisoner and sent to Rome to be delivered up to the wild beasts, a lion was let loose to eat him. It was the same lion that Androcles had relieved in his pain. The animal remembered with gratitude its saviour and instead of eating him rubbed its head on the feet of Androcles.

Activity 19

Suppose you are celebrating your birthday next week. Now write a letter to your class teacher inviting him/her to your birthday party. You may begin like this:

Dear Mrs. Bose,

I am celebrating my birthday on the 7th of October. It will be my 13th birthday......

Let's learn:

A Diary is a personal record of events, experiences, thoughts, and observations. They are great ways to keep track of your past and plan about your future. You can also create pen-portraits of others, express your experiences, hopes, fears, joys, sorrows, etc.

While writing a diary we need to keep the following points in mind **:-**

- A diary must be written in the first person narrative. Use "I", "me", "us", "we", etc.
- Put the date or some sequence information at the top of the page.
- If you want, you can also draw on certain pages to mark special days or incidents. This will help to make your diary more attractive.
- The best time to write a diary is at night because then you can write about your entire day.
- Always be truthful as far as possible.
- You may imagine that the diary is a real person and not a non-living object.
- Do not be afraid to write about your feelings and emotions. After all, it is a personal diary and you can share everything with it.
- Start writing!

Let's work together:

Get a diary. Write about any celebration or disaster that had happened recently. Put your pen to the page and write whatever is on your mind. You can also write down personal facts, important information, advice, tips, ideas, anything you want to keep secret...the list goes on and on.

Lesson : 13

Ghosts on the Verandah

Ruskin Bond

Let's start:

Ruskin Bond (1934 —) is an Indian author of British descent. In 1992, he received the Sahitya Akademi Award for his short story collection, *Our Trees Still Grow in Dehra*. His famous works include *Room On the Roof*, *A Flight of Pigeons*, *Angry River*, *The Blue Umbrella*. The present text is an edited version of his short story *Ghosts on the Verandah*.

Let's share:

- Have you ever seen an old house?
- Do you believe that ghosts can be found in old houses?
- Do you believe in spirits and charms?

Unit I

Let's read:

Anil's mother's memory was stored with an **incredible** amount of **folklore**, and she would sometimes astonish us with her stories of spirits and mischievous ghosts.

One evening, when Anil's father was out of town, and Kamal and I had been invited to stay the night at Anil's upper-storey flat in the bazaar, his mother began to tell us about the various types of ghosts she had known. Mulia, the maid--servant, having just taken a bath, came out on the verandah, with her hair loose.

"My girl, you ought not to leave your hair loose like that," said Anil's mother. "It is better to tie a knot in it."

"But I have not oiled it yet," said Mulia.

"Never mind, but you should not leave your hair loose towards sunset. There are spirits called *Jinns* who are attracted by long hair and pretty black eyes like yours. They may be tempted to carry you away!"

"How dreadful!" exclaimed Mulia, hurriedly tying a knot in her hair, and going indoors to be on the safe side.

Kamal, Anil and I sat on a string cot, facing Anil's mother, who sat on another cot. She was not much older than thirty-two, and had often been mistaken for Anil's elder sister.

"Can you see *Jinns*, aunty?" I asked.

"Sometimes," she said. "There was a Mathematics teacher in our locality, whose pupils were about the same age as you. One of the boys was very good at his lessons. One day, while he sat at his desk in a corner of the classroom, the teacher asked him to **fetch** a book from the cupboard which stood at the far end of the room. The boy, who felt lazy that morning, didn't move from his seat. He merely stretched out his hand, took the book from the cupboard, and handed it to the teacher. Everyone was astonished, because the boy's arm had stretched about four **yards** before touching the book! They realised that he was a *Jinn*; that was the reason for his being so good at games and exercises which required great **agility**."

"Well, I wish I was a *Jinn*,"said Anil. "Especially for volleyball matches."

Anil's mother then told us about *Munjia*, a mischievous ghost who lives in lonely peepul trees. When a *Munjia* is annoyed, he rushes out from his tree and upsets tongas, bullock-carts and cycles. Even a bus is known to have been upset by a *Munjia*.

"If you are passing beneath a peepul tree at night," warned Anil's mother, "be careful not to yawn without covering your mouth or snapping your fingers in front of it. If you don't remember to do that, the *Munjia* will jump down your throat and completely ruin your digestion!"

Word Nest

incredible : unbelievable; **folklore**: the traditional stories of a country or community; **fetch** : bring; **yards** : an unit of distance. 1 yard is approximately 3 feet.; **agility** : ability to move quickly and easily

Let's do :

Activity 1

Complete the following table with information from the text:

Statement	Reason
(a) The author went to stay at Anil's house	
(b) Anil's mother told them ghost stories	
(c) The boy in the classroom could stretch his hands four yards	
(d) Anil wished to be a Jinn	

Activity 2

Answer the following questions:

(a) What attracts a Jinn?

(b) List the activities of an annoyed Munjia.

(c) Why must one be careful while yawning under a peepul tree at night?

(d) How did the boy in the class show that he was a Jinn?

Activity 3

Fill in the blanks by choosing appropriate words from the box given below. You may need to change the form of the words:

incredible, fetch, cupboard, agility

(a) Since she is a gymnast, she has great ___________________.

(b) Tuhin ____________________ a bucket of water.

(c) Your story is ___________________________.

(d) The utensils are kept inside a ___________________.

Activity 4

Complete the following comparisons by correctly choosing the word from the box given below:

cold, hot, black, proud, brave, green, heavy, gentle, firm, busy

(a) as _______________ as coal

(b) as _______________ as a lion
(c) as _______________ as a bee
(d) as _______________ as a lamb
(e) as _______________ as a peacock
(f) as _______________ as grass
(g) as _______________ as a rock
(h) as _______________ as lead
(i) as _______________ as ice
(j) as _______________ as fire

Activity 5

Rewrite the following sentences using the adverbs given in brackets in the appropriate place:

(a) This exercise is easy. (too)
(b) The train is fast.(fairly)
(c) The bottle is full. (quite)
(d) We won the match. (nearly)
(e) We are late, let us hurry. (rather)
(f) She has come in. (just)
(g) He makes a mistake. (never)
(h) I get up early in the morning. (always)
(i) I am sorry. (very)
(j) He was intelligent to solve the problem. (enough)

Unit II

Let's continue :

In an attempt to change the subject, Kamal mentioned that a friend of his had found a snake in his bed one morning.

"Did he kill it?" asked Anil's mother anxiously.

"No, it slipped away," said Kamal.

"Good," she said. "It is lucky if you see a snake early in the morning."

"It won't bite you if you let it alone," she said.

By eleven o'clock, after we had finished our dinner and heard a few more ghost stories – including one about Anil's grandmother, whose spirit paid the family a visit – Kamal and I were most **reluctant** to leave the company on the verandah and retire to the room which had been set apart for us. It did not make us feel any better to be told by Anil's mother that we should recite certain magical verses to keep away the more mischievous spirits. We tried one, which went –

Bhoot, prêt, pisach, dana
Chhoo mantar, sab nikal jana...
which, roughly translated, means –
Ghosts, spirits, goblins, sprites,
Away you fly, don't come tonight...

But the more we repeated the verse, the more uneasy we became, and when I got into bed (after carefully examining it for snakes), I couldn't lie still, but kept twisting and turning and looking at the walls for moving shadows. Kamal attempted to raise our spirits by singing softly, but this only made the atmosphere more **eerie**. After a while we heard someone knocking on the door, and the voices of Anil and the maidservant. Getting up and opening the door, I found them looking **pale** and anxious. They, too, had succeeded in frightening themselves as a result of Anil's mother's stories.

"Are you all right?" asked Anil. "Wouldn't you like to sleep in our part of the house? It might be safer. Mulia will help us to carry the beds across!"

"We're quite all right," protested Kamal and I, refusing to admit we were nervous; but we were hustled along to the other side of the flat as though a band of ghosts was **conspiring** against us. Anil's mother had been absent during all this

activity but suddenly we heard her screaming from the direction of the room we had just left.

"Rusty and Kamal have disappeared!" she cried. "Their beds have gone, too!"

And then, when she came out on the verandah and saw us dashing about in our pyjamas, she gave another scream and collapsed on a cot.

After that, we didn't allow Anil's mother to tell us ghost stories at night.

Word Nest

reluctant : unwilling; **eerie** : strange or unnatural; **pale** : whitish; **conspiring** : secretly planning with other people to do something evil or harmful

Let's do:

Activity 6

Complete the following sentences with information from the text:

(a) Anil's mother thought that seeing a snake ______________________________

(b) Kamal and the author did not want to go to their room because __________

(c) When Anil's mother saw the boys rushing about, she ___________________

(d) Kamal sang softly because ____

Activity 7

Answer the following questions:

(a) Why did Anil and Mulia appear "pale and anxious"?

(b) What did Anil's mother think when she saw the room empty?

(c) What was the effect of Kamal's singing on the author?

(d) Do you think Anil's mother believed in ghosts? Give a reason for your answer.

Activity 8

Fill in the blanks with suitable modals:

(a) I ________ speak English.

(b) We eat so that we ______________ live.

(c) You ____________ go now.

(d) ______________ you have good luck!

(e) We ________________ be rewarded.

(f) I __________________ not surrender.

(g) You ________________ be able to do it in no time.

(h) We _________________ help the poor.

(i) I _________________ never tell lies.

(j) Tomorrow we _________________ have a holiday.

Activity 9

Fill in the blanks with the correct tense of the verb given in brackets:

(a) She ran so fast that I ______________ (can) not overtake her.

(b) I thought I _________________ (see) you yesterday.

(c) He helps his neighbours more than he _________________ (help) his family.

(d) When I saw her, I _________________ (speak) to her.

(e) The more he learned, the more he _________________ (want)to learn.

(f) There was a rumour that he _________________ (die) in the accident.

(g) We thought that she _________________ (will) succeed.

(h) I shall nurse her that she _________________ (may) recover.

(i) I left the place as soon as I _________________ (hear) the news.

(j) Honesty _________________ (be) the best policy.

Activity 10

Fill in the blanks by choosing the correct verb given in brackets:

(a) All that glitters _________ (is/are) not gold.

(b) The great poet and novelist _________ (is/are) dead.

(c) Each of the boys _________ (was/were) given a prize.

(d) Salim as well as his friend _________ (is/are) honest.

(e) Time and tide _________ (wait/waits) for none.

(f) Neither of the girls _________ (has/have) brought her book.

(g) None but the brave _________ (deserve/deserves) the fair.

(h) Three-fourths of the meal _________ (was/were) eaten.

(i) Either you or he _________ (has/have) done it.

(j) Slow and steady _________ (win/wins) the race.

Activity 11

Fill in the gaps in the following table with appropriate forms of adjectives:

POSITIVE	COMPARATIVE	SUPERLATIVE
good		
	darker	
		mildest
wise		
	harder	
soft		
high		
	brighter	
		least
beautiful		
		worst
	more intelligent	
serious		
	lesser	
		swiftest

Activity 12

Pick out the adjectives from the following sentences and write their degree:

a. Which is the best book?
b. December is colder than other months.
c. He is my eldest brother.
d. Nothing moves as fast as light.
e. Success is sweeter than failure.

Let's talk :

What type of stories do you like? Discuss in groups and tell the class.

Let's do :

Activity 13

Write a story in which you and your two friends are forced to spend a night in an old, desolate building far away from home.

Activity 14

Write a paragraph on a magic show. Use the following points:

Place – the atmosphere – dress of the magician – tricks that he performed – how you liked the show – did you feel interested in performing magic by yourself – conclusion.

Let's work together :

Make a list of superstitious practices that you see in your society. Write a few sentences about the harmfulness of superstitious practices.

Teachers' Guidelines

The new English textbook for class VII 'Blossoms' is written in accordance with the National Curriculum Framework, 2005 and the Right to Education (RTE) Act, 2009. This textbook aims to make learning

- joyful
- learner-centered
- activity-based
- integrated with the learners' live experience

Efforts have been made to ensure that acquisition of various language skills takes place effortlessly . The teacher plays the role of a facilitator in the learning process.

This textbook includes a balanced assortment of prose and poetry. The poems are interspersed with the prose pieces. In a time when the National Curriculum Framework, 2005 has been championing the cause of softening subject boundaries and voicing forth an across-the-curriculum view, there is no reason to separate prose and poetry.

The various rubrics that have been used in the textbook for facilitating classroom transactions are briefly explained below:

Let's start : A brief account of the life and works of authors/poets has been presented under this rubric. This has been done so that the learner may have a preliminary idea about the author/poet.

Let's share : The purpose of this section is to prepare the learners for the lesson. This section may be used to help the learners to focus upon the learning context.

Activities for ice-breaking, warming-up, brain-storming may be undertaken to facilitate the process of contextualization.

Let's read : The focus is on silent reading. The teacher may guide or monitor the reading process by following both top-down, bottom-up strategies. This will help the learners to go from part to whole and from whole to part.

Let's learn : This textbook is a learning tool. Activities are set in such a pattern that leads towards self-learning.

Let's do : Activities are designed to facilitate constructive knowledge and skills through individual and group work. These activities will ensure that multiple interpretations are constructed. These will act as evidences of learning.

Activities regarding writing are set in a graded manner. These activities will enable the learners to develop their language skills. These open-ended activities will provide the learners with ample scope for using and developing their critical and creative thinking.

Let's talk : This is meant to enhance listening and speaking skills. Activities are based on real-life situations to ensure greater participation of the learners.

Let's work together : The activities offer enough scope for practical application of language in life-centric situations. Activities are designed to initiate collaborative work leading to multiple manifestations of acquired skills.

This textbook provides scope for Continuous and Comprehensive Evaluation at the time of classroom transaction. The lessons may be transacted in the following number of periods:

			Revision Lesson	:	8 periods
Lesson	1	-	The Book of Nature	:	20 periods
Lesson	2	-	The Riddle	:	17 periods
Lesson	3	-	We are seven	:	8 periods
Lesson	4	-	The Beauty and the Beast	:	19 periods
Lesson	5	-	Uncle Podge Hangs a Picture	:	15 periods
Lesson	6	-	The Vagabond	:	14 periods
Lesson	7	-	Mowgli's Brothers	:	19 periods
Lesson	8	-	The Story of Proserpine	:	19 periods
Lesson	9	-	J.C. Bose : A Beautiful Mind	:	16 periods
Lesson	10	-	The Echoing Green	:	12 periods
Lesson	11	-	The Axe	:	15 periods
Lesson	12	-	My Diary	:	20 periods
Lesson	13	-	Ghosts on the Verandah	:	18 periods

This list is only indicative. Teachers can vary the number of teaching periods according to the needs of the students.

MY PAGE

What do you feel about the book?